

Winton Primary English Curriculum

READING

	Milestone 1	Milestone 2	Milestone 3
TO READ WORDS ACCURATELY	<ul style="list-style-type: none"> • Read fluently and accurately books at Orange band level (Y1) • Read fluently and accurately books at Gold band level (Y2) • Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read Y1 and Y2 common exception words • Read the first 100 high frequency words (Y1) • Read the first 200 high frequency words (Y2) • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s) • Re-read books to build up fluency and confidence in word reading • Read words containing common suffixes • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<ul style="list-style-type: none"> • Read fluently and accurately books at Grey band level (Y3) • Read fluently and accurately books at Black band level (Y4) • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). 	<ul style="list-style-type: none"> • Read fluently and accurately a wide range of books • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).

BOLD – Key learning within the milestones

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TO UNDERSTAND TEXTS	<ul style="list-style-type: none"> • Discuss significant events • Predict what might happen based on what has been read so far • Link reading to own experience • Self-correct inaccurate reading • Ask and answer questions about texts • Discuss favourite words and phrases • Listen to and discuss a wide range of texts • Recognise and join in with (including role-play) recurring language • Draw inferences from reading on the basis of what is being said and done 	<ul style="list-style-type: none"> • Discuss words and phrases that capture the imagination • Retrieve and record simple information from non-fiction texts • Prepare poems and plays to read aloud with expression, volume, tone and intonation • Identify recurring themes and elements of different stories (e.g. good triumphing over evil) • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied and justify • Identify main ideas drawn from more than one paragraph and summarise these • Identify how language, structure and presentation contribute to meaning • Ask questions to improve understanding of a text • Explain meaning of words in context 	<ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books • Learn a wide range of poetry by heart • Prepare 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 • Discuss and understand texts exploring the meaning of words in context • Ask questions to improve understanding • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Provide reasoned justifications for views • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve and record information from non-fiction texts • Participate in discussion about books, taking turns and listening and responding to what others say

BOLD – Key learning within the milestones