

# New National Curriculum: Reading by Year Group Bands



This is a summary of the content of the New Curriculum for Reading\*. **It is not a complete list of everything that is taught in reading in each year band nor is it an assessment check list.** It is a guide to help parents support children in key targets for age related expectation in each band, which relates to year groups. All children progress through the bands at their own level. Additional support is given to children who are consolidating their learning before they move on, or who have Special Educational Needs, to ensure they make strong progress. Likewise, extra challenge is given where children's understanding is extended into the next stage. Please use this guide to help your child at home, and if you have any queries about your child's progress please speak to the class teacher.

EYFS	Band 1	Band 2
<ul style="list-style-type: none"> <li>• Read and understand simple sentences</li> <li>• Use phonics to decode regular words</li> <li>• Read some common irregular words</li> </ul>	<ul style="list-style-type: none"> <li>• Read up to 100 familiar words</li> <li>• Recognise speedily all 40+ phonemes</li> <li>• Can sound out CVC /CCVC/CVCC words without prompt</li> <li>• Able to predict what happens next in stories</li> <li>• Know the difference between fiction and non-fiction books</li> <li>• Know to stop at a full stop</li> <li>• Know that most fiction books have good and sometimes bad characters</li> <li>• Learn by heart some poems and rhymes</li> <li>• Be familiar with key stories and traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>• Can read ahead to help with fluency and expression</li> <li>• Can comment on plot, setting and characters in familiar and unfamiliar stories</li> <li>• Self-correct when a mistake is made</li> <li>• Know whether text being read refers to the present or the past</li> <li>• Make good attempt at reading unfamiliar words</li> <li>• Be familiar with a wide range of stories</li> <li>• Learn by heart some poems</li> </ul>
Band 3	Band 4	Band 5
<ul style="list-style-type: none"> <li>• Read on to search for meaning of unfamiliar word</li> <li>• Use knowledge of alphabet to locate information in dictionaries</li> <li>• Comment on the way characters relate to each other</li> <li>• Use a range of strategies to decode unfamiliar words</li> <li>• Can comment on the way non-fiction text is organised</li> <li>• Learn poetry by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar with words which begin with 'silent letters'</li> <li>• Retell the story and show good grasp of the main points of a text</li> <li>• Can make sensible predictions about what is likely to happen in the story</li> <li>• Familiar with most phonic blends that start words and with the common word endings</li> <li>• Are happy to have a go at reading aloud in different contexts</li> <li>• Able to use appropriate voices for characters and adopt a story-telling voice when needed</li> <li>• Learn poetry by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with all common word endings and initial clusters, and with common silent letters</li> <li>• Able to skim texts to gain an overview</li> <li>• Use more than one source of evidence when carrying out research</li> <li>• Know some acceptable abbreviations used in books, e.g., anon, etc.</li> <li>• Can create a set of key notes to help summarise what has been read</li> <li>• Appreciate that people use bias in persuasive writing, notably in articles and advertisements</li> <li>• Understand that two people may have different perspectives on the same event, whether in history or in today's news</li> <li>• Continue to read and discuss a wide range of fiction, poetry and information books</li> </ul>
Band 6		
<ul style="list-style-type: none"> <li>• Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives</li> <li>• Familiar with most spelling patterns, including complex ones that they come across in reading</li> <li>• Aware that the pace of reading can add to the excitement</li> <li>• Appreciate how a set of sentences has been organised to create maximum effect</li> <li>• Uses skimming, scanning and note-taking to identify the key points in a text</li> <li>• Recognise how time connectives help to move a story on</li> <li>• Continue to read and discuss a wide range of fiction, poetry and information books</li> </ul>		

\*The National Curriculum can be found at <https://www.gov.uk/government/collections/national-curriculum>