

powerfulReading



By the time they leave, pupils will:

Decode words accurately and fluently, using phonic knowledge as the route to reading
Read with increasing fluency, understanding and enjoyment across a wide range of texts
Understand what they read by drawing on vocabulary, inference and prior knowledge
Discuss and give opinions on what they have read, justifying their views with evidence
Read widely and often, for both pleasure and information
Retell and discuss a wide range of stories, poems and non-fiction
Make inferences and predictions, justifying them with evidence from the text
Develop a love of reading that lasts a lifetime

EYFS links

Communication and Language

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems
Providing extensive opportunities to use and embed new vocabulary in a range of contexts

Literacy (ELG: Comprehension)

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
Anticipate key events in stories
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems

Literacy (ELG: Word Reading)

Say a sound for each letter in the alphabet and at least 10 digraphs
Read words consistent with their phonic knowledge by sound-blending
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Curriculum Intent – Reading at Mill View Primary School

At Mill View Primary School, we believe that learning is at its most powerful when it is challenged, tested, truly known, and when children can do something with it: change themselves, change their community, change the world.

We speak the language of Reading. Reading sits at the heart of this vision because it is the key that unlocks every other subject: a child who reads well can access any knowledge they choose. Our reading curriculum is built on the simple view of reading: word reading (decoding) and language comprehension combine to produce skilled, meaningful reading.

We are guided by the principle of Powerful Reading Knowledge: the understanding that emerges when disciplinary skill meets substantive knowledge. This knowledge is emancipatory: a fluent, confident reader can access any text, any argument, any idea, and is equipped to question and challenge the world they read about. It progresses communities.

Our Five Curriculum Commitments

Oracy	Global Challenges	Career & Future Ready Learners	Inclusion	What Makes Our Curriculum Exceptional?
Reading is rooted in spoken language. At Mill View, oracy in reading means: Pupils discuss books daily, using the precise vocabulary of the text Helicopter Stories and Book Club sessions give every pupil a voice in responding to what they read in EYFS Structured discussion and accountable talk are embedded in every reading session Pupils recite poems and performance-read with intonation to bring meaning to life Daily Story reading Choral Reading in Shared Reading and explicit teaching of Reading out loud	Our reading spine is deliberately global in scope and unafraid of complexity. Texts are chosen to reflect a wide range of cultures, voices and experiences We ask: whose voice is this, and what does it teach us about the world? Our curriculum meets the 2025 Curriculum Review's call for global perspectives to be woven through, not added on	Reading fluently and critically is one of the most future-facing skills in the curriculum. We develop transferable dispositions: curiosity, focus, and the ability to evaluate a source Career links are explicit: journalism, law, research, publishing, teaching Pupils experience the full reading cycle: decode, comprehend, discuss and evaluate, exactly as skilled readers do	Inclusion at Mill View is a design principle, not a retrofit. A rigorous, systematic phonics programme (Floppy's Phonics) gives every pupil a clear route to decoding Regular assessment identifies pupils needing extra support early – keep up, not catch up Reading for pleasure is protected and celebrated for every child, whatever their starting point	What makes Reading at Mill View exceptional is the coherence of our vision from EYFS to Year 6. A clear conceptual spine: word reading and comprehension build year on year Phonics to fluency: a single decoding thread runs from Little Wrens to independent reading Emancipatory knowledge: we insist that every child can become a confident, critical reader The disciplinary habit: by Year 6, our pupils think like readers. This is the entitlement of every child. High profile of reading e.g. Mystery Book
"The more a child reads, the more they learn, and the more they learn, the more they want to read: reading is the one habit that makes every other kind of learning easier." Matthew effect, Stanovich, 1986				

Alignment with the Ofsted Inspection Framework and 2025 Curriculum Review	
Ofsted / Curriculum Review focus	How Reading at Mill View responds
Curriculum coherence: knowledge builds cumulatively	Our reading spine (Word Reading → Comprehension → Skills and Strategies) ensures knowledge and skills are returned to, deepened, and applied to increasingly complex texts across every year group.
Oracy as a curriculum entitlement	Structured discussion, retelling and performance reading are embedded in every reading session from Little Wrens onwards.
Global perspectives and contemporary relevance	Our reading spine is deliberately global and diverse in scope, meeting the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.
Adaptive teaching: high expectations for all	Inclusion is a design principle. A systematic phonics-first approach and regular assessment ensure every pupil has both access and depth.
Assessment that proves knowledge has stuck	Reading and spelling assessments, oral segmenting checks and comprehension discussions test whether decoding and understanding are secure, not just encountered.
Disciplinary knowledge and skills	Word reading and comprehension are tracked as distinct disciplinary strands, with explicit progression from Year 1 to Year 6, underpinned by phonics in EYFS and Key Stage 1.
Career and future readiness	Fluent, critical reading is explicitly linked to skills needed in further education and every future career: research, evaluation of sources, and clear understanding of complex text.

Curriculum End Points – Reading

EYFS – Little Wrens

Literacy & Language			
Milestone I	Milestone II	Milestone III	Final Milestone
To sit, listen and begin to join in with rhymes and songs.	- To be able to join in with rhymes. - Learn the actions and begin to anticipate the missing word.	- To be able to join in with confidence to nursery rhymes. - To use actions. - Oral blend sounds into words.	- To recite 6 or more familiar nursery rhymes in a small group. - To be able to orally blend.

Engaging with Stories			
Milestone I	Milestone II	Milestone III	Final Milestone
I am interested and can sit and listen to a story read by an adult.	I am beginning to respond to books and stories with some repeated refrains.	- I know and join in with favourite phrases from books. - I know about the concepts of print.	To choose a familiar story and talk about what is happening in the pictures.

EYFS – Reception Robins

Reception Long Term Plan – Word Reading						
	Autumn 1 <i>Friendship & Animals</i>	Autumn 2 <i>Stars & Space</i>	Spring 1 <i>Environment</i>	Spring 2 <i>Traditional Tales</i>	Summer 1 <i>Growing</i>	Summer 2 <i>The Seaside</i>
Word Reading Focus	Phonemic Awareness Phase 1 Oxford Level 1+: At the Farm, At the Park, Out in Town, At Home, At the Match, Fun at School	Graphemes: ck, e, u, r · h, b, f, ff · l, ll, le	Graphemes: j v w (Book 7) · x y z (Book 8) · zz qu ch (Book 9) · sh th ng (Book 10)	Revise and stretch: dge ve wh (Book 11) · cks tch nk (Book 12) · ai ee igh (Book 13)	oa oo (boot/look) Bk14 · ar or ur Bk15 · ow oi ear Bk16 · air er Bk17 · ue/ure Bk18	Consolidation of all Reception graphemes and sound books
GPCs Taught	s a t p · i n m d · g o c k	c k e u r · h b f f f · l l l e s s	j v w · x y z · z z qu ch · sh th ng	dge ve wh · cks tch nk · ai ee igh	oa oo · ar or ur · ow oi ear · air er · ue ure	Consolidation
Floppy's Phonics Sound Books	Oxford Level 1+, Books 1–3	Oxford Level 1+, Books 4–6	Oxford Level 2, Books 7–10	Oxford Level 2, Books 11–12	Oxford Level 2/3, Books 13–18	Consolidation

Progression in Reading from EYFS to Year 6

Built on Floppy's Phonics · Ready Steady Comprehension · National Curriculum for English (DfE)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Read words containing taught GPCs Read other words of more than one syllable that contain taught GPCs Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency Read all capital letters and the days of the week Respond speedily with the correct sound to graphemes for all 40+ phonemes and many alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read aloud accurately decodable books consistent with their developing phonic knowledge Re-read books to build up fluency and confidence Read words with contractions (e.g. I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)	Read most words containing all common suffixes Read all common exception words with automaticity Read sufficiently fluently to allow a focus on understanding	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension	Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experiences Recognise and join in with predictable phrases with increased confidence Recite by heart many poems Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say Make inferences on the basis of what is being said and done	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently Discuss their favourite words and phrases, using some of them in their writing Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Participate in discussion about both books that are read to them and those they can read for themselves Use dictionaries to check the meaning of many unknown words that they have read Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence Increase their familiarity with a wide range of books and retell some of these orally	Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Confidently participate in discussion about both books that are read to them and those they read independently Begin to use more complex dictionaries to check the meaning of many unknown words that they have read Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence Increase their familiarity with a wide range of stories and retell some of these orally with an appropriate use of story-book language	Read and discuss a range of fiction, poetry, plays, non-fiction and reference books Recommend books that they have read to their peers, giving simple reasons for their choices Learn a wider range of age-appropriate poetry by heart With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks Recommend books that they have read to their peers, giving simple reasons for their choices Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Increase their familiarity with a wide range of books Learn a wider range of poetry by heart

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Strategies	Use a phonics-first approach for decoding unfamiliar words and practising known graphemes Blend known graphemes when reading words Segment known graphemes when reading words Identify simple text features such as titles and pictures to indicate what a text is about Talk about books (when not decoding); make meaning from visual features such as illustrations and captions Develop reading accuracy of decodable text Self-correction, including re-reading words Identify and locate pre-taught vocabulary Re-read sentences for fluency	Building on phonics subject skills and knowledge Connect prior knowledge with context Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots and word families Locate and discuss words and pre-taught vocabulary to find out what the text is about	Building on phonics subject skills and knowledge Connect prior knowledge with context Locate and discuss words and pre-taught vocabulary to find out what the text is about Use a range of strategies to make meaning from words and sentences, building on knowledge of phonics, word roots, text organisation and prior knowledge of context Read a range of texts with increasing accuracy and fluency Develop fluency and enthusiasm for reading, and read widely and frequently Develop views about what is read, with support Develop positive attitudes to reading and understanding of what is read	Recognise and read all Year 3 & 4 Word List words with automaticity Read texts, including those with few visual clues, with increased independence and concentration Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context With increased independence, develop views about what is read Develop positive attitudes to reading and understanding of what is read	Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context Read extended texts independently for sustained periods Self-correction, including re-reading and reading ahead Read widely and frequently for pleasure and information	Recognise and read all Year 5 & 6 word lists with automaticity Make meaning from words and sentences, including knowledge of phonics, root words and word families Make meaning from text organisation Make meaning by drawing on prior knowledge Read increasingly complex texts independently for sustained periods Find the main idea of a paragraph and text