


Reading Curriculum Map

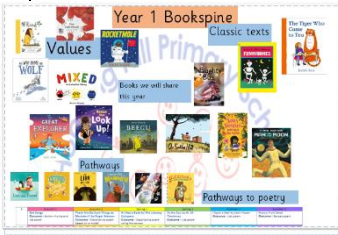

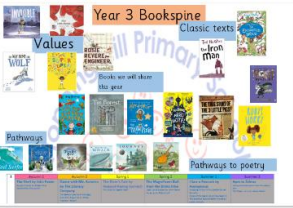
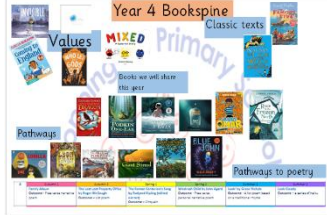
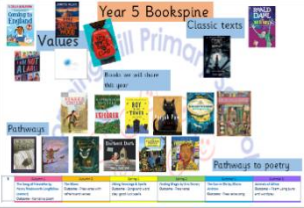

	Year 1 	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Speedily read all 40+ letters/groups for 40+ phonemes • Read accurately by blending taught GPC • Read common exception words • Read common suffixes (-s, -es, -ing, -ed etc) • Read multisyllabic words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonetically-decodable texts 	<ul style="list-style-type: none"> • Secure phonic decoding until reading is fluent • Read accurately by blending, including alternative sounds for graphemes • Read multisyllable words containing these graphemes • Read common suffixes • Read exception words, noting unusual correspondences • Read most words quickly and accurately without overt sounding and blending 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in words 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in words 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet 	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Range of Reading</p>	<ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • Listening to and discussing 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 	<ul style="list-style-type: none"> • Listening to and discussing 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 	<ul style="list-style-type: none"> • Continuing to read and discuss 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 • Making comparisons within and across books 	<ul style="list-style-type: none"> • Continuing to read and discuss 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 • Making comparisons within and across books
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Reading Curriculum Map

Familiarity with Texts	<ul style="list-style-type: none"> • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wide range of stories, fairy tales and traditional tales • Recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally • Identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions • Identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions • Identifying and discussing themes and conventions in and across a wide range of writing 
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Reading Curriculum Map

Poetry and Performance	<ul style="list-style-type: none"> • Learning to appreciate rhymes and poems and to recite some by heart <p><u>Pathways to poetry</u> Sea songs No such things as monsters If I had a beak At the zoo I spun a star Poetry fruit salad.</p>	<ul style="list-style-type: none"> • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear <p><u>Pathways to Poetry</u> Zebra question – riddle Owl and the Pussy Cat From a railway Carriage – birds eye view Night Sounds Father and I in the woods – shape poem Fox – wildlife poem</p>	<ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry <p><u>Pathways to Poetry</u> The shell – senses poem Dance with me Autumn – couplet poem The River's Tale – descriptive The magnificent Bull – Dinka Poem I saw a Peacock Apes to Zebras – Concrete poem</p>	<ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry <p><u>Pathways to Poetry</u> Family Album – free verse Lost lost property Office – list poem Roman Centurian Song – Cinquain' Windrush Child – Free verse Look! List poem Look closely – Haiku</p>	<ul style="list-style-type: none"> • 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 <p><u>Pathways to Poetry</u> The Song of Hiawatha – narrative The Moon – Free verse with refrains Viking Kennings Finding magic – Free verse The Sun in me – Free verse song Animal in Africa – poem using puns and wordplay</p>	<ul style="list-style-type: none"> • 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 <p><u>Pathways to Poetry</u> The Blitz – free voice with a viewpoint A tiger in the zoo – Free verse with a message Guarding secrets – free verse The Sea – Narrative For Forest – Free verse Sonnet written at the close of Spring - sonnet</p>
Word Meanings	<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases 	<ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • Using dictionaries to check the meanings of words that they have read 	<ul style="list-style-type: none"> • Using dictionaries to check the meanings of words that they have read • Use knowledge of word families, etymology and morphology to work out the meanings of unknown words 	<ul style="list-style-type: none"> • Using dictionaries to check the meanings of words that they have read • Use knowledge of word families, etymology and morphology to work out the meanings of unknown words

Reading Curriculum Map

Understanding	<ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • 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 • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> • 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 • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<ul style="list-style-type: none"> • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done • Answering and asking questions 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives, from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives, from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives, from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives, from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Authorial Intent</p>	<ul style="list-style-type: none"> • Discussing words that capture the reader's interest and imagination 	<p>Discussing words that capture the reader's interest and imagination</p>	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-Fiction</p>	<ul style="list-style-type: none"> • Being introduced to non-fiction books • Reading labels 	<ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction

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Discussing reading	<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • 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 • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • 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 • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • 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 • Provide reasoned justifications for their views 	<ul style="list-style-type: none"> • 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 <p>Provide reasoned justifications for their views</p>
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