# Reading Curriculum Map

## (Years 1-6)

*We journey together: loving learning; daring to discover; caring for all; with Jesus as our guide.*

| English: Guided Reading | Autumn | Spring | Summer |
|---|---|---|---|
| **Reception** *(Reading)* | **Children in Reception – Development Matters** | | **Early Learning Goals (ELGs)** |
| | Read individual letters by saying the sounds for them<br>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.<br>Read some letter groups that each represent one sound and say sounds for them.<br>Read a few common exception words matched to the school's phonic programme.<br>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.<br>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | | **Word Reading:**<br>Say sounds for each letter in the alphabet and at least 10 diagraphs.<br>Read words consistent with their phonic knowledge by sound blending<br>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words<br><br>**Comprehension:**<br>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary<br>Anticipate (where appropriate) key events in stories.<br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play |
| **Reception** *(Communication and Language)* | Understand how to listen carefully and why listening is important<br>Learn new vocabulary.<br>Use new vocabulary through the day<br>Ask questions to find out more and to check they understand what has been said to them.<br>Articulate their ideas and thoughts in well-formed sentences.<br>Connect one idea or action to another using a range of connectives.<br>Describe events in some detail.<br>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.<br>Develop social phrases.<br>Engage in story times | | **Listening, Attention and Understanding**<br>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions<br>Make comments about what they have heard and ask questions to clarify their understanding<br>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers |

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| | Listen to and talk about stories to build familiarity and understanding.<br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br>Use new vocabulary in different contexts.<br>Listen carefully to rhymes and songs, paying attention to how they sound.<br>Learn rhymes, poems and songs.<br>Engage in non-fiction books.<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | **Speaking**<br>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary<br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate<br>Express their ideas and feelings about their experiences using full sentences, including use of the past, present and future tenses and making the use of conjunctions, with modelling and support from the teacher |

| English: Guided Reading | Autumn | Spring | Summer |
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| **Year 1** | To blend sounds in unfamiliar words using the GPCs that they have been taught.<br>To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for **all** of the 40+ phonemes.<br>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.<br>To read words containing taught GPCs.<br>To read words containing -s, -es, -ing, -ed and -est endings.<br>To read words with contractions (for example, I'm, I'll, we'll).<br>To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.<br>To re-read texts to build up fluency and confidence in word reading.<br>To continue to demonstrate a pleasure in reading and a motivation to read.<br>To link what they have read or hear read to their own experiences.<br>To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.<br>To retell familiar stories in increasing detail.<br>To recite simple poems by heart<br>To discuss word meaning and link new meanings to those already known.<br>To check that a text makes sense to them as they read and to self-correct.<br>To predict what might happen on the basis of what has been read so far.<br>To begin to make simple inferences.<br>To discuss the significance of titles and events.<br>To join in discussions about a text, take turns and listen to what others say. | | |

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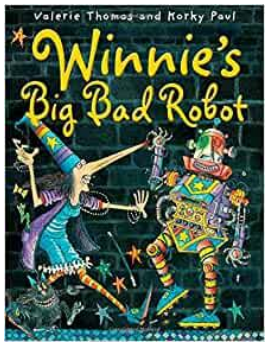
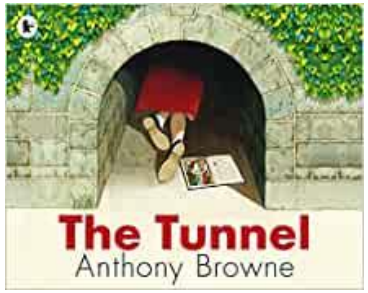
<tr>
<td>Year 2</td>
<td>Winnie's Big Bad Robot by Valerie Thomas and Korky Paul<br> 
<br>The Tunnel by Anthony Browne<br> 
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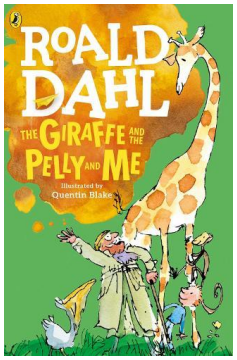
<td>The Giraffe and the Pelly and Me by Roald Dahl<br> 
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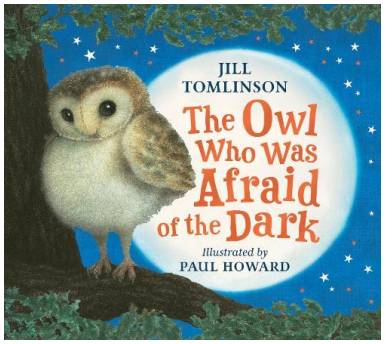
<td>The Owl Who Was Afraid of the Dark by Jill Tomlinson<br> 
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<td colspan="3">Read accurately most words of two or more syllables.<br>Read most words containing common suffixes.<br>Read most common exception words.<br>Read words accurately and fluently without overt sounding and blending,<br>e.g. at over 90 words per minute, in age-appropriate texts.<br><br>Sound out most unfamiliar words accurately, without undue hesitation.<br>Check a familiar text, which they can read accurately and fluently, makes sense to them.<br>Answer questions and make some inferences on the basis of what is being said and done in a familiar text.</td>
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| Year 3 | George's Marvellous Medicine by Roald Dahl | My Dad's a Birdman by David Almond | Varjack Paw by S. F. Said |
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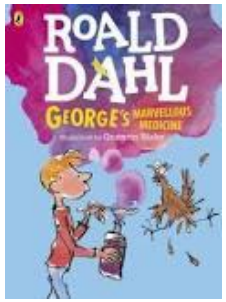
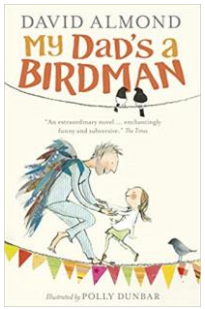
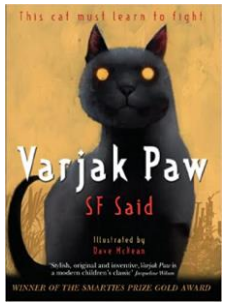
| |  |  |  |

To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).

To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to begin to read aloud.

To apply their growing knowledge of root words and suffixes/word endings, including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to begin to read aloud.

To apply their growing knowledge of root words and suffixes/word endings, including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to begin to read aloud.

To develop a positive attitude to reading and understanding of what they read by:

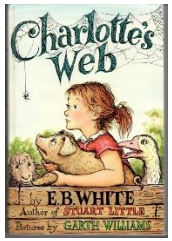
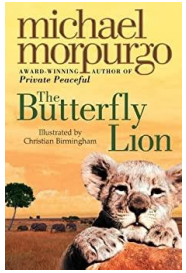
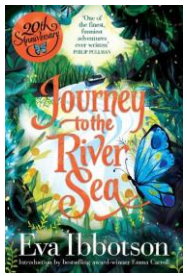
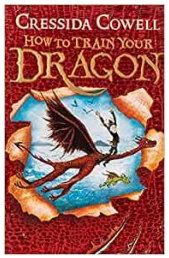
- beginning to use appropriate intonation and volume when reading aloud;
- recognising and discussing the different features of a variety of texts;

Discussing authors' choice of words and phrases for effect.

To understand what they read, in books they can read independently, by:

- asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives; checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

To retrieve and record information from non-fiction.

| Year 4 | **Charlotte's Web by E. B. White**<br><br>  <br><br><br>**The Butterfly Lion by Michael Morpurgo**<br><br>  <br> | **Journey to the River Sea by Eva Ibbotson**<br><br>  <br> | **How to Train Your Dragon by Cressida Cowell**<br><br>  <br> |
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| | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.<br><br>To apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1*) to read aloud fluently.<br><br>To understand the meaning of new words through contextual cues.<br><br>To read all Y3/Y4 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.<br><br>To develop a positive attitude to reading and understanding of what they read by:<br><br>• when reading out loud, selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience;<br>• discusses and compares texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings);<br><br>Recognises and discusses some different forms of poetry (e.g. free verse, narrative poetry). | | |

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| | To understand what they read, in books they can read independently, by:<br><br>• discusses vocabulary used by the author to create effect;<br>• identifies main ideas drawn from more than one paragraph and summarises these;<br>• draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text;<br>• justifies predictions with evidence from the text.<br><br>To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.<br><br>To use dictionaries to check the meaning of words that they have read. |

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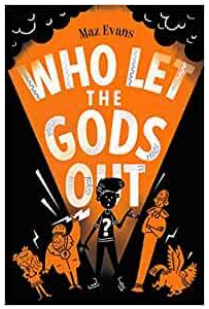
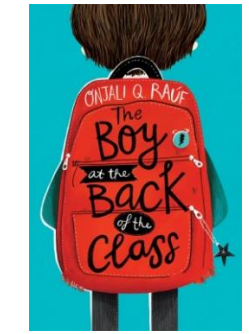
<tr><td>Year 5</td><td>Who Let the Gods Out? By Maz Evans<br>  </td><td>The Midnight Hour by Benjamin Read and Laura Trinder<br> </td><td>The Boy at the Back of the Class by Onjali Q. Raúf<br>  </td></tr>
<tr><td></td><td colspan="3">To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1*) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.<br><br>To maintain positive attitudes to reading and understanding of what they read by:<br><br>• when reading out loud, adapting intonation, tone and volume to suit the purpose and audience;<br>• making comparisons within and across books;<br><br>Reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.<br>to understand what they read by:<br><br>• explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text;<br>• asking questions about a text;<br>• drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence;<br>making predictions based on details stated and implied with evidence from the text.</td></tr>
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| | To distinguish independently between statements of fact and opinion.<br><br>To retrieve, record and present information from texts to other readers in informal notes and formal presentations.<br><br>To participate in discussions about books that are read to them and those they can read for themselves. |

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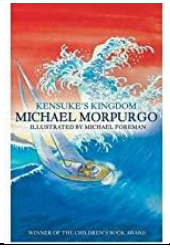
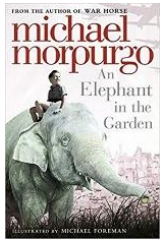
| **Year 6** | **Kensuke's Kingdom by Michael Morpurgo**<br><br>  | **Elephant in the Garden by Michael Morpurgo**<br><br>  | **The Invention of Hugo Cabret by Brian Selznick** |

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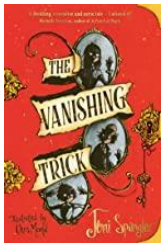
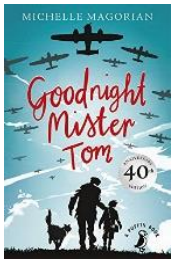
| | **The Vanishing Trick by Jenni Spangler**<br>  | **Goodnight Mr. Tom by Michelle Magorian**<br>  | |

To read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognising their meaning through contextual cues.

To maintain positive attitudes to reading and understanding of what they read by:

- confidently performing texts (including poems learned by heart) using a wide range of devices to engage the audience and for effect;
- reading for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

To understand what they read by:

- recognising themes in what they read (such as loss or heroism);
- comparing characters, settings and themes within a text and across more than one text;
- considering different accounts of the same event and discussing view- points (both of authors and of fictional characters);
- analysing the use of language, including figurative language and how it is used for effect;
- discussing how characters change and develop through texts by drawing inferences based on indirect clues;
- drawing out key information and summarising the main ideas in a text.

To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.