

Curriculum Map - Reading (including Early Reading)

Curriculum Area: Reading (including Early Reading)

Curriculum Intent:

Reading opens a window to a world of fantasy and knowledge. It lays the foundations for children's learning across different curriculum areas and equips them with the skills to navigate the adult world around them beyond their school years.

We believe that every child must have the opportunity to become a successful reader. The acquisition of early reading skills is the vital first step our children take in their reading journey.

As soon as children join our school, we promote a love of stories and reading through the sharing of high quality books. We want to see our children becoming excited and animated during story-telling times and enthusiastically share their thoughts and ideas about what they have heard.

Together, we develop the building blocks of Early Reading; we learn to listen carefully to sounds in the environment and enjoy joining in with rhymes. Children identify alliteration and learn to blend sounds to make words.

The development of phonic knowledge is crucial to the acquisition of early reading skills. Our school follows the Read Write Inc. scheme; a systematic, planned approach to the teaching of phonics. Children learn to match sounds to letters and use these when decoding words. They read 'red' words by sight and develop fluency when reading short phrases and sentences. During lessons, and at home, children read books which carefully match to their phonic knowledge and sight vocabulary, thus promoting confidence and a 'can do' attitude to independent reading.

We believe that these early reading skills must be embedded to enable children to develop their reading skills further. Their mastery when decoding will ultimately enable them to understand and enjoy a wide range of material confidently and support them on their journey as a 'life-long reader'.

	EYFS Word Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Skills taught:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences</p>	<p>Skills taught:</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where</p>	<p>Skills taught:</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.</p> <p>Read accurately by blending the sounds in words</p>	<p>Skills taught:</p> <p>To read words on the National Curriculum list for children in Year 3 and Year 4 (See NC English Appendix 1) Page 16-17</p> <p>To read words containing prefixes: in-</p>	<p>Skills taught:</p> <p>To read words on the National Curriculum list for children in Year 3 and Year 4 (See NC English Appendix 1) Page 16-17</p> <p>To read words containing prefixes: in-</p>	<p>Skills taught:</p> <p>To read words on the National Curriculum list for children in Year 5 and Year 6 (See NC English Appendix 1) Page 23-24</p> <p>Read words with endings which sound like /jəs/ spelt -cious or</p>	<p>Skills taught:</p> <p>To read words on the National Curriculum list for children in Year 5 and Year 6 (See NC English Appendix 1) Page 23-24</p> <p>Read words with endings which sound like /jəs/ spelt -cious or</p>

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	<p>and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, – ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and</p>	<p>that contain the Set 2 and Set 3 graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words.</p> <p>Read most words quickly and accurately, without overt sounding and blending.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.</p> <p>Re-read these books to build up their fluency and confidence in</p>	<p>un-dis-mis-re-sub-anti-auto-super-inter-</p> <p>To read words containing suffixes: -ation -ly -sure -ture -er -sion -ous -tion -sion -ssion -cian</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>Words with the /k/ sound spelt ch</p> <p>Words with the /k/ sound spelt ch</p> <p>Words ending with</p>	<p>un-dis-mis-re-sub-anti-auto-super-inter-</p> <p>To read words containing suffixes: -ation -ly -sure -ture -er -sion -ous -tion -sion -ssion -cian</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>Words with the /k/ sound spelt ch</p> <p>Words with the /k/ sound spelt ch</p> <p>Words ending with</p>	<p>–tious</p> <p>Read words with endings which sound like /ʃəl (-cial, tial)</p> <p>Read words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Read words ending in –able and –ible and words ending in –ably and –ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Use of hyphens to join a prefix to a root word (e.g. co-ordinate, re-enter)</p> <p>Read words with the /i:/ sound spelt ei after c</p>	<p>–tious</p> <p>Read words with endings which sound like /ʃəl (-cial, tial)</p> <p>Read words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Read words ending in –able and –ible and words ending in –ably and –ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Use of hyphens to join a prefix to a root word (e.g. co-ordinate, re-enter)</p> <p>Read words with the /i:/ sound spelt ei after c</p>
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		<p>understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>word reading.</p>	<p>the /g/ sound spelt – gue and the /k/ sound spelt –que</p> <p>Words with the /s/ sound spelt sc</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Read words with possessive apostrophe with plural words</p> <p>Read homophones and near-homophones</p>	<p>the /g/ sound spelt – gue and the /k/ sound spelt –que</p> <p>Words with the /s/ sound spelt sc</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Read words with possessive apostrophe with plural words</p> <p>Read homophones and near-homophones</p>	<p>Read words containing the letter-string Ough</p> <p>Read words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Read homophones and other words that are often confused (See NC guidance for examples)</p>	<p>Read words containing the letter-string Ough</p> <p>Read words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Read homophones and other words that are often confused (See NC guidance for examples)</p>
	<p>Knowledge taught:</p> <p>Read words containing set 1 Sounds (RWI) To read words containing consonant digraphs To read words containing</p>	<p>Knowledge taught:</p> <p>Read words containing Set 2 and Set 3 Sounds (RWI) To read real and alien words (pseudo-words) containing Set 2 and Set 3 sounds.</p>	<p>Knowledge taught:</p> <p>Read words quickly and automatically which contain Set 2 and Set 3 sounds (RWI). Apply knowledge of Set 2 and Set 3 sounds to read</p>	<p>Knowledge taught:</p> <p>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both</p>	<p>Knowledge taught:</p> <p>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both</p>	<p>Knowledge taught:</p> <p>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both</p>	<p>Knowledge taught:</p> <p>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both</p>

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	<p>consonant blends at the beginning and end of words (e.g. fl, cl, tr etc) To read red words on red and green level bookmarks</p>	<p>To apply word building skills to read text closely matched to phonic knowledge accurately and fluently. To read red words on purple, pink, orange, yellow and blue level bookmarks</p> <p>To continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.</p>	<p>multisyllabic words Read words containing common suffixes: -ment, -ness, -ful, -ment, -less and -ly To read red words on all red word bookmarks to grey level bookmark.</p> <p>To independently read sentences and passages of text within blue and grey RWI books without overly sounding out and blending words.</p> <p>Read and re-read books to build up confidence and fluency in word building - blue and grey level RWI books.</p>	<p>to read aloud and to understand the meaning of new words they meet (See NC English Appendix 1)</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>to read aloud and to understand the meaning of new words they meet (See NC English Appendix 1)</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>to read aloud and to understand the meaning of new words that they meet. (See NC English Appendix 1)</p>	<p>to read aloud and to understand the meaning of new words that they meet. (See NC English Appendix 1)</p>
	<p>Key vocabulary taught: Letter Sound Special Friend</p>	<p>Key vocabulary taught: Letter Sound Special Friend</p>	<p>Key vocabulary taught: Special Friend (digraph) Speedy Reading</p>	<p>Key vocabulary taught: Word endings Year 3 and 4 (See NC English</p>	<p>Key vocabulary taught: Word endings Year 3 and 4 (See NC English</p>	<p>Key vocabulary taught: Word endings Year 5 and 6 (See NC English</p>	<p>Key vocabulary taught: Word endings Year 5 and 6 (See NC English</p>

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	(digraph) Fred Talk Speedy Reading Red words (Common exception words)	(digraph) Fred Talk Speedy Reading Red words (Common exception words) Root Suffix	Red words (Common exception words) Suffix Contraction The possessive apostrophe Homophone Near-homophone Singular noun	Appendix 1 (Page 11-15) Suffix Prefix Possessive apostrophe (with plural words) Homophone Near homophone Common exception words (Year 3-4 list) (See NC English Appendix 1) Page 16-17	Appendix 1 (Page 11-15) Suffix Prefix Possessive apostrophe (with plural words) Homophone Near homophone Common exception words (Year 3-4 list) (See NC English Appendix 1) Page 16-17	Appendix 1 (Page 18-22) Suffix Hyphen Letter strings Silent letters Homophones (and words that are confused) Common exception words (Year 5-6 list) (See NC English Appendix 1) Page 23-24	Appendix 1 (Page 18-22) Suffix Hyphen Letter strings Silent letters Homophones (and words that are confused) Common exception words (Year 5-6 list) (See NC English Appendix 1) Page 23-24
	EYFS Comprehension	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension - retrieval	Skills taught: To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To retell familiar	Skills taught: To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. To learn to appreciate rhymes and poems, and	Skills taught: To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. To continue to build up a repertoire of poems learnt by heart,	Skills taught: To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. To recognise some different forms of poetry	Skills taught: To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. To recognise some different forms of poetry	Skills taught: To increase 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.	Skills taught: To increase 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.

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	<p>stories in increasing detail.</p> <p>To listen to the story read aloud.</p> <p>To identify the characters and think about the problem in the story.</p> <p>To develop a deeper familiarity with the story.</p> <p>To build sentences orally using some of the eight Tier Two words.</p>	<p>to recite some by heart.</p> <p>To explain clearly their understanding of what is read to them.</p>	<p>appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>To answer and ask questions.</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>[for example, free verse, narrative poetry]</p> <p>To ask questions to improve their understanding of a text.</p> <p>To retrieve and record information from non-fiction.</p> <p>To 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.</p>	<p>[for example, free verse, narrative poetry]</p> <p>To ask questions to improve their understanding of a text.</p> <p>To retrieve and record information from non-fiction.</p> <p>To 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.</p>	<p>To recommend books that they have read to their peers, giving reasons for their choices.</p> <p>To learn a wider range of poetry by heart.</p> <p>To retrieve, record and present information from non-fiction.</p> <p>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.</p> <p>To provide reasoned justifications for their views.</p>	<p>To recommend books that they have read to their peers, giving reasons for their choices.</p> <p>To learn a wider range of poetry by heart.</p> <p>To retrieve, record and present information from non-fiction.</p> <p>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.</p> <p>To provide reasoned justifications for their views.</p>
	Knowledge taught:	Knowledge taught:	Knowledge taught:	Knowledge taught:	Knowledge taught:	Knowledge taught:	Knowledge taught:

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	<p>Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Questioning How to ask and answer questions about a text.</p>	<p>Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Questioning How to ask and answer questions about a text.</p>	<p>Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Questioning How to ask and answer questions about a text.</p>	<p>Genres Fiction, non fiction, poems, fairy stories, traditional tales</p> <p>Questioning How to ask and answer questions about a text.</p> <p>Retrieval How to retrieve and record information from a text.</p>	<p>Genres Fiction, non fiction, poems, fairy stories, traditional tales</p> <p>Retrieval How to retrieve and record information from a text.</p> <p>Justifying views and opinions How to share opinions and justify answers using knowledge from the text and wider connections</p>	<p>Genres Fiction, non fiction, rhymes, fairy stories, traditional tales</p> <p>Retrieval How to retrieve and record information from a text.</p> <p>Justifying views and opinions How to share opinions and justify answers using knowledge from the text and wider connections</p>
	<p>Key vocabulary taught: rhymes poetry fairy story Traditional tale Character problem</p>	<p>Key vocabulary taught: rhymes poetry fairy story Traditional tale character</p>	<p>Key vocabulary taught: retrieve poetry fairy story Traditional tale fiction non-fiction</p>	<p>Key vocabulary taught: retrieve myth legend poetry fairy story fiction non-fiction</p>	<p>Key vocabulary taught: retrieve myth legend poetry fairy story fiction non-fiction</p>	<p>Key vocabulary taught: retrieve myth legend poetry traditional modern fiction non-fiction present justification opinion reasoning recommendation</p>
EYFS Comprehension	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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<p>Comprehension - making connections and inferences</p>	<p>Skills taught: To anticipate (where appropriate) key events in stories.</p> <p>To link what they have read, or have had read to them, to their own experiences.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To consider how a character might feel at key points in the story.</p>	<p>Skills taught: To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>To be encouraged to link what they read or hear read to their own experiences.</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To make inferences on the basis of what is being said and done.</p>	<p>Skills taught: To listen to, discuss and express 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.</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>Skills taught: To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p>	<p>Skills taught: To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p>	<p>Skills taught: To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To make comparisons within and across books.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p>	<p>Skills taught: To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To make comparisons within and across books.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p>
	<p>Knowledge taught:</p>	<p>Knowledge taught:</p>	<p>Knowledge taught:</p>	<p>Knowledge taught:</p>	<p>Knowledge taught:</p>	<p>Knowledge taught:</p>	<p>Knowledge taught:</p>

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	<p>Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p>	<p>Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Inference How to make inferences</p>	<p>Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Inference How to make inferences</p> <p>Prediction How to make predictions based on what has already been read.</p>	<p>Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales, reference books and textbooks</p> <p>Inference How to make inferences How to make inferences about a characters feelings How to justify inferences using evidence from the text</p> <p>Prediction How to make predictions based on what has already been read.</p>	<p>Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales, reference books and textbooks</p> <p>Inference How to make inferences How to make inferences about a characters feelings How to justify inferences using evidence from the text</p> <p>Prediction How to make predictions based on what has already been read.</p>	<p>Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales reference books and textbooks</p> <p>Inference How to make inferences How to make inferences about a characters feelings How to justify inferences using evidence from the text</p> <p>Prediction How to make predictions based on what has already been read.</p> <p>Comparisons How to make comparisons within and across books</p>	<p>Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales, reference books and textbooks</p> <p>Inference How to make inferences How to make inferences about a characters feelings How to justify inferences using evidence from the text</p> <p>Prediction How to make predictions based on what has already been read.</p> <p>Comparisons How to make comparisons within and across books</p>
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	<p>Key vocabulary taught: rhymes poetry fairy story Traditional tale Character problem</p>	<p>Key vocabulary taught: fiction non - fiction Poetry Information texts inference Prediction Views opinion</p>	<p>Key vocabulary taught: fiction non - fiction Poetry Information texts inference evidence Prediction Views opinion</p>	<p>Key vocabulary taught: fiction non - fiction poetry playscript reference texts textbooks inference evidence Prediction Views opinion</p>	<p>Key vocabulary taught: fiction non - fiction poetry playscript reference texts textbooks inference Evidence Prediction Views opinion</p>	<p>Key vocabulary taught: fiction non - fiction poetry playscript reference texts textbooks comparison justifying inference Evidence Prediction Views opinion</p>	<p>Key vocabulary taught: fiction non - fiction poetry playscript reference texts textbooks comparison justifying inference Evidence Prediction Views opinion</p>
	EYFS Comprehension	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension - understanding vocabulary	<p>Skills taught: To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To practise saying the 'favourite phrases' in the story.</p>	<p>Skills taught: To discuss word meanings, linking new meanings to those already known.</p>	<p>Skills taught: To recognise simple recurring literary language in stories and poetry.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>Skills taught: To use dictionaries to check the meaning of words that they have read.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To check that the text makes sense to them, discussing their understanding</p>	<p>Skills taught: To use dictionaries to check the meaning of words that they have read.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To check that the text makes sense to them, discussing their understanding</p>	<p>Skills taught: To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>To distinguish between statements of fact and opinion.</p>	<p>Skills taught: To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>To distinguish between statements of fact and opinion.</p>

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	<p>To use the 'favourite phrases' in a range of contexts throughout the day.</p> <p>To learn tier 2 words.</p> <p>To decide if a word is relevant to a given context.</p> <p>To use the words in a range of contexts throughout the day.</p>			and explaining the meaning of words in context.	and explaining the meaning of words in context.		
	<p>Knowledge taught:</p> <p>To discuss new vocabulary and ask questions to find the meaning.</p>	<p>Knowledge taught:</p> <p>To discuss new vocabulary and ask questions to find the meaning.</p>	<p>Knowledge taught:</p> <p>To discuss new vocabulary and ask questions to find the meaning.</p>	<p>Knowledge taught:</p> <p>How to use a dictionary to find the meaning of new vocabulary</p>	<p>Knowledge taught:</p> <p>How to use a dictionary to find the meaning of new vocabulary</p>	<p>Knowledge taught:</p> <p>How to use a dictionary to find the meaning of new vocabulary</p>	<p>Knowledge taught:</p> <p>How to use a dictionary to find the meaning of new vocabulary</p>
	<p>Key vocabulary taught: rhymes poetry fairy story Traditional tale Character Problem</p>	<p>Key vocabulary taught: fiction non - fiction Poetry Information texts inference Prediction Views opinion</p>	<p>Key vocabulary taught: fiction non - fiction Poetry Information texts inference evidence Prediction Views</p>	<p>Key vocabulary taught: fiction non - fiction poetry playscript reference texts textbooks inference evidence</p>	<p>Key vocabulary taught: fiction non - fiction poetry playscript reference texts textbooks inference Evidence</p>	<p>Key vocabulary taught: fiction non - fiction poetry playscript reference texts textbooks comparison justifying</p>	<p>Key vocabulary taught: fiction non - fiction poetry playscript reference texts textbooks comparison justifying</p>

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			opinion	Prediction Views opinion	Prediction Views opinion	inference Evidence Prediction Views Opinion	inference Evidence Prediction Views Opinion
	EYFS Comprehension	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension - using structure and organisation to make meaning	<p>Skills taught: To recognise and join in with predictable phrases.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To choose the right sentence from the context of the story.</p>	<p>Skills taught: To recognise and join in with predictable phrases.</p> <p>To check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Skills taught: To discuss the sequence of events in books and how items of information are related.</p> <p>To be introduced to non-fiction books that are structured in different ways.</p> <p>To check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To participate in discussion about</p>	<p>Skills taught: To read books that are structured in different ways and read for a range of purposes.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p>	<p>Skills taught: To read books that are structured in different ways and read for a range of purposes.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p>	<p>Skills taught: To read books that are structured in different ways and read for a range of purposes.</p> <p>To ask questions to improve their understanding.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes</p>	<p>Skills taught: To read books that are structured in different ways and read for a range of purposes.</p> <p>To ask questions to improve their understanding.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes</p>

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			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.			where necessary.	where necessary.
	<p>Knowledge taught: Prediction How to make predictions based on what has already been</p>	<p>Knowledge taught: Prediction How to make predictions based on what has already been</p>	<p>Knowledge taught: Prediction How to make predictions based on what has already been</p> <p>Sequencing How to sequence events in books and how items of information are related.</p> <p>Non-fiction To know that non-fiction books are structured in different ways</p>	<p>Knowledge taught:</p> <p>Language structure</p> <p>Prediction How to make predictions based on what has already been</p> <p>Questioning How to ask and answer questions about a text.</p>	<p>Knowledge taught:</p> <p>Language structure</p> <p>Prediction How to make predictions based on what has already been</p> <p>Questioning How to ask and answer questions about a text.</p>	<p>Knowledge taught:</p> <p>Language structure</p> <p>Prediction How to make predictions based on what has already been</p> <p>Questioning How to ask and answer questions about a text.</p> <p>Presenting and debating How to show an understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic</p>	<p>Knowledge taught:</p> <p>Language structure</p> <p>Prediction How to make predictions based on what has already been</p> <p>Questioning How to ask and answer questions about a text</p> <p>Presenting and debating How to show an understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic</p>

Curriculum Map - Reading (including Early Reading)

						and using notes where necessary.	and using notes where necessary..
	Key vocabulary taught: Predict	Key vocabulary taught: Predict	Key vocabulary taught: Sequence Events Predict Non fiction	Key vocabulary taught: Sequence Events Predict	Key vocabulary taught: Sequence Events Predict	Key vocabulary taught: Sequence Events Predict Explanation Present Debate	Key vocabulary taught: Sequence Events Predict Explanation Present Debate
	EYFS Comprehension	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension - author intent	<p>Skills taught: To identify the problem in the story and discuss how it is solved.</p> <p>To consider a character's nature.</p> <p>To consider how the main character might behave and feel at key points in the story.</p>	<p>Skills taught: To discuss the significance of the title and events.</p>	<p>Skills taught: To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p>	<p>Skills taught: To identify themes and conventions in a wide range of books.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To identify main</p>	<p>Skills taught: To identify themes and conventions in a wide range of books.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To identify main</p>	<p>Skills taught: To identify and discuss themes and conventions in and across a wide range of writing.</p> <p>To 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.</p> <p>To summarise the main ideas drawn from more than</p>	<p>Skills taught: To identify and discuss themes and conventions in and across a wide range of writing.</p> <p>To 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.</p> <p>To summarise the main ideas drawn from more than</p>

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				ideas drawn from more than one paragraph and summarise these.	ideas drawn from more than one paragraph and summarise these.	one paragraph, identifying key details that support the main ideas. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	one paragraph, identifying key details that support the main ideas. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	<p>Knowledge taught: Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Inference How to make inferences</p> <p>Questioning How to ask and answer questions about a text.</p> <p>Prediction How to make predictions based on what has already been</p>	<p>Knowledge taught: Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Inference How to make inferences</p> <p>Questioning How to ask and answer questions about a text.</p> <p>Prediction How to make predictions based on what has already been</p> <p>Sequencing</p>	<p>Knowledge taught: Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Inference How to make inferences</p> <p>Questioning How to ask and answer questions about a text.</p> <p>Prediction How to make predictions based on what has already been</p> <p>Sequencing</p>	<p>Knowledge taught: Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Inference How to make inferences How to make inferences about a characters feelings How to justify inferences using evidence from the text</p> <p>Questioning How to ask and</p>	<p>Knowledge taught: Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Inference How to make inferences How to make inferences about a characters feelings How to justify inferences using evidence from the text</p> <p>Questioning How to ask and</p>	<p>Knowledge taught: Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Inference How to make inferences How to make inferences about a characters feelings How to justify inferences using evidence from the text</p> <p>Questioning How to ask and</p>	<p>Knowledge taught: Genres Fiction, non fiction, poems, rhymes, fairy stories, traditional tales</p> <p>Inference How to make inferences How to make inferences about a characters feelings How to justify inferences using evidence from the text</p> <p>Questioning How to ask and</p>

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		How to sequence events in books and how items of information are related.	How to sequence events in books and how items of information are related. Summarising	answer questions about a text. Language structure Prediction How to make predictions based on what has already been Sequencing How to sequence events in books and how items of information are related. Summarising	answer questions about a text. Language structure Prediction How to make predictions based on what has already been Sequencing How to sequence events in books and how items of information are related. Summarising	answer questions about a text. Language structure Prediction How to make predictions based on what has already been Sequencing How to sequence events in books and how items of information are related. Summarising	answer questions about a text. Language structure Prediction How to make predictions based on what has already been Sequencing How to sequence events in books and how items of information are related. Summarising
	Key vocabulary taught: Author Illustrator Fiction Non-fiction Title Blurb Problem Character Key events	Key vocabulary taught: Author Illustrator Fiction Non-fiction Title Blurb Problem Character Key events	Key vocabulary taught: Author Illustrator Fiction Non-fiction Title Blurb Problem Character Key events	Key vocabulary taught: Author Illustrator Fiction Non-fiction Title Blurb Problem Character Key events Summarise Evaluate Language choices	Key vocabulary taught: Author Illustrator Fiction Non-fiction Title Blurb Problem Character Key events Summarise Evaluate Language choices	Key vocabulary taught: Author Illustrator Fiction Non-fiction Title Blurb Problem Character Key events Summarise Evaluate Language choices Figurative language impact	Key vocabulary taught: Author Illustrator Fiction Non-fiction Title Blurb Problem Character Key events Summarise Evaluate Language choices Figurative language impact