

Reading Curriculum Map

Progression of Knowledge and skills

Purpose of study



“Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift.” Kate DiCamillo

“To learn to read is to light a fire; every syllable that is spelled out is a spark.” – Victor Hugo

English has a pre-eminent place in education and in society. A high-quality education in Reading will support pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading others can communicate with them. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to read fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Non-fiction and Poetry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perform poems with others.</p> <p>Offer explanations for why things might happen, making use of vocabulary from rhymes, poetry and non-fiction.</p> <p>Know some similarities and</p>	<p>Listen to and discuss a wide range of poems beyond that at which they can read independently</p> <p>Learn to appreciate rhymes and poems</p> <p>To recite simple poems by heart.</p> <p>To recognise the difference between</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry at a level</p>	<p>To listen to and discuss a wide range of poetry</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval</p>

<p>differences between things in the past and now, drawing on what has been read in class.</p> <p>Describe their immediate environment, using knowledge from non-fiction texts.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on what has been read in class.</p> <p>Use and understand recent vocabulary during discussions</p>	<p>fiction and non-fiction books.</p>	<p>beyond that at which they can read independently</p> <p>Recognise simple recurring literary language in poetry</p> <p>Explain and discuss their understanding of poems, both those that they listen to and those that they read for themselves</p> <p>To recognise that non-fiction books are often structured in different ways.</p> <p>Listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently</p> <p>Explain and discuss their understanding of non-fiction texts, both those that they listen to and those that they rea</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>To listen to and discuss a wide range of non-fiction and reference books and textbooks</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>		<p>(e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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about rhymes and poems.						
Phonics and Decoding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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 and books that are consistent with their phonic knowledge.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs, including those of more than one syllable.</p> <p>To read words containing –s, -es, -ing, -ed, and –est endings.</p> <p>To read words with contractions e.g. I’m, I’ll and we’ll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unknown words).</p> <p>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- to being to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including –ation, -ily, -ous, -ture, -sure, -sion, -tion, -ssion, -cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings. Including –sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and –ible/ibly to read aloud fluently.</p>	<p>To read fluently with full knowledge of all Yr5/Yr6 exception words, root words, prefixes, suffixes/word endings and to decode unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common Exception Words						

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read aloud simple sentences and books that include some common exception words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Fluency (Accuracy, speed and expression)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To read aloud simple sentences and books that are consistent with their phonic knowledge.	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading</p> <p>To become very familiar with key stories, fairy stories and traditional tales, retelling them</p> <p>Recognise and join in with predictable phrases</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending</p> <p>Reread these books to build up fluency and</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. However poor fluency means that comprehension is likely to be more difficult and so it may still need to be a focus for some.</p> <p>Children will continue to practise their skills of understanding a text as they read (as part of their fluency skills) and recognising where they may have made a mistake and correcting this.</p>			

	To check that a text makes sense to them as they read and to self-correct.	<p>confidence in word reading</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	
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Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narrative</p>	<p>To discuss word meaning and link new meanings to those already know</p> <p>Recognise and join in with predictable phrases</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>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>

<p>using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>						
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Inference						
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Offer explanations for why things might happen, making use of	To begin to make simple inferences on the basis of what is being said and done	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters'	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views	To draw inferences from characters' feelings, thoughts and motives.	To consider different accounts of the same event and to discuss viewpoints (both of

<p>recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>			<p>feelings, thoughts and motives.</p>	<p>with evidence from the text.</p>		<p>authors and of fictional characters).</p>
Prediction						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-</p>	<p>To predict what might happen on the basis of what has been read so far</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To justify predictions using evidence from the text.</p>	<p>To justify predictions from details stated and implied.</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>

<p>fiction, rhymes and poems when appropriate.</p> <p>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</p>						
Explanation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</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 link what they have read or have read to them to their own experiences</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>

<p>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</p>	<p>To join in with discussions about a text, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p> <p>To discuss the significance of titles and events.</p>	<p>To recognise simple recurring literary language in stories and poetry.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p>	<p>and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates,</p> <p>maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes</p>
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						within a text and across more than one text.
Retrieval						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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</p>	<p>To answer questions about stories they can read independently. These stories are usually one sentence to a page.</p> <p>To answer questions about stories they listen to. These may be longer and more complex.</p>	<p>To ask and answer questions about a text that is usually several sentences long.</p>	<p>Retrieve, record and present information through their independent reading of one or two paragraphs.</p>	<p>Retrieve, record and present information through their independent reading of multiple paragraphs, usually on one page.</p>	<p>Retrieve, record and present information through their independent reading of several paragraphs, likely over 2 pages.</p>	<p>Retrieve, record and present information through their independent reading of several pages of text.</p>
Sequence and Summarise						

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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</p>	<p>To retell familiar stories in increasing detail Discuss the significance of the title and events</p> <p>To discuss the significance of titles and events</p> <p>To become very familiar with key stories, fairy stories and traditional tales, considering their particular characteristics</p>	<p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales</p> <p>To discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in poetry</p>	<p>To use appropriate terminology when discussing texts (plot, character, setting) when summarising the main events in a text</p>	<p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To identify main ideas drawn from several paragraphs and to summarise these.</p>	<p>To draw out key information and to summarise the main ideas in a text.</p>

Love of reading shared class texts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Gruffalo	Avocado Baby	Jack and the Baked Beanstalk	The Iron Man	Beyond the Deep	The Nowhere Emporium	
Elmer	Peace at Last	The Owl Who Was Afraid of the Dark	The Iron Woman	How to Train Your Dragon	Harry Potter and the Philosopher's Stone	
The Lion Inside	Lost and Found	Amazing Grace	The Sheep Pig	Rumblestar	Secrets of a Sun King	
Handa's Surprise	Cops and Robbers	Fantastic Mr Fox	The Abominables			
Whatever Next!	Wolves	The Giraffe, The Pelly and Me				
The Lighthouse Keeper's Lunch	The Enchanted Wood	Mr Majeika				

Non-fiction topic texts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A Place Called Home						
What Do You Celebrate?						
Mythical Beasts and Magical Creatures						
Sunflower Shoots and Muddy Boots						

All About Bears						
Tadpoles						
Guided Reading fiction texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sid and the Haircut There's Something in the Garden Butterfly Pie Dave's Big Day The Snow Monster Giant George and the Robin The Purple Muncher	Jim and The Beanstalk Pumpkin Soup The Pirates Next Door Flat Stanley The Monster Story-Teller A Bear Called Paddington	Stone Age Boy The Hodgeheg Dixie O'Day: In the Fast Lane The BFG Matilda The Lion, The Witch and The Wardrobe	Voices in the Park The Firework-Maker's Daughter George's Marvellous Medicine Butterfly Lion Who Let the God's Out? A Midsummer Night Dream	Tom's Midnight Garden Boy Romeo and Juliet Varjak Paw Brightstorm: A Sky-Ship Adventure Beowulf	Rofftoppers Skellig Holes The Boy at the Back of the Class Survivors Can You See Me?
Guided Reading Non-fiction texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Be a Cress Barber Follow the Clues Dinosaurs Rabbits	Materials The Great Fire of London Florence Nightingale Help Hedgehog and Protect Polar Bear	Stone Age, Bronze Age Forces Egyptians Light	The Bloody, Rotten Roman Empire Why Can't I Hear That? The Stone Age Tablet States of Matter	Secrets of World War 1 The Solar System The Tudors Life Cycle	The Victorians Evolution Kingdom of Benin Electricity

		Seed to Plant China	Volcanoes and Earthquakes The Simple Rocks	The Greeks: Life in Ancient Greece Pop Art	Treasure Hunter Materials Science	Why Do Birds Have Feathers America
Poetry anthology						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This Little Puffin	The Puffin Book of Fantastic First Poems	The Works Key Stage 1	Quick, Let's Get Out of Here!	Sensational	The Works 4	The Works Key Stage 2