# Reading Curriculum map

| Nursery | | | | | |
|---|---|---|---|---|---|
| **Autumn 1** | **Autumn 2** | **spring 1** | **spring 2** | **summer 1** | **summer 2** |
| Say some of the words in songs and rhymes.

Enjoy sharing books with adults.

Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

Pay attention and respond to the pictures or the words.

Understand:
- print has meaning

Repeat words and phrases from familiar stories. | Notice some print such as the first letter of my name.

Develop play around favourite stories using props.

Hold a full sentence orally with a noun and adjective for example 'The bird is small and yellow'

Understand:
-print can have different purposes
 - we read English text from left to right and from top to bottom

Comment on how a character might feel e.g. points to the boy smiling and says 'happy' | Develop my phonological awareness, so that I can:
-  spot and suggest rhymes
-count or clap syllables in a word

Recognise my name.

Ask questions about the book. I make comments and share my own ideas

Describe a character and setting using a range of adjectives

Name a favourite book and explain why.

 Uses e a storyteller's voice to retell a familiar story (using props and pictures to help) | Develop my phonological awareness, so that I can recognise words with the same initial sound, such as mountain, mouse, moon, mirror.

Develop my phonological awareness, so that I can recognise some set 1 sounds.

Engage in conversations about stories, learning new vocabulary.

Predict what might happen next in a story.

Understand:
- the names of the different parts of a book
( front cover, back cover, title, pages) | Develop my phonological awareness, so that I can recognise most set 1 sounds.

Engage in extended conversations about stories, learning new vocabulary.

Repeat sounds and blend them orally to make a cvc word e.g. c-a-t cat

Understand:
- page sequencing

Sequence a story, arranging pictures in order.

Say what I like and dislike about a book. | Develop my phonological awareness, so that I can recognise all set 1 sounds.

Recognise and say the  set 1 sounds in a cvc word and blend them together  to read.

Understand the five key concepts about print:
- print has meaning - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
- page sequencing |

# reception

## word reading

| Autumn 1 | Autumn 2 | spring 1 | spring 2 | summer 1 | summer 2 |
|---|---|---|---|---|---|
| • To read individual letters by saying the sounds of them.<br>• To orally blend RWI green words 1.1-1.5.<br>• To blend set 1 sounds into words, so that they can read short words made up of known letter-sound correspondences (Read 1.1 & 1.2) | • To orally blend RWI green words 1.6 & 1.7.<br>• To blend set 1 sounds into words, so that they can read short words made up of known letter-sound correspondences. (Read 1.3-1.5).<br>• I can speedy read (Fred in head) 1.1. & 1.2 words.<br>• To read some letter groups that each represent one sound and say sounds for them (special friends).<br>• To read cvc words (set 1 sounds)<br>• To read a few common exception words matched to Read Write Inc. Phonics (I, the, of) | • To orally blend RWI set 2 green words.<br>• To blend most set 1 sounds into words, so that they can read short words made up of known letter-sound correspondences (Read 1.6 & 1.7).<br>• I can speedy read (Fred in head) 1.3 & 1.5 words.<br>• To read common exception words matched to red level Read Write Inc. Phonics.<br>• To read aloud simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (RWI Ditty master copies). | • To orally blend RWI set 2 green words.<br>• To blend all set 1 sounds into words, so that they can read short words made up of known letter-sound correspondences. (Read 1.6 – 1.7).<br>• I can speedy read (Fred in head) 1.6 words.<br>• To read common exception words matched to green level Read Write Inc. Phonics.<br>• To read aloud simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (RWI red books). | • To orally blend RWI set 3 green words.<br>• To blend some set 2 sounds into words, so that they can read short words made up of known letter-sound correspondences.<br>• To speedy read (Fred in head) 1.7 words.<br>• To read common exception words matched to green/purple level Read Write Inc. Phonics | • To orally blend RWI set 3 green words. • To blend all set 2 sounds into words, so that they can read short words made up of known letter-sound correspond ences.<br>• To speedy read words containing some set 2 sounds.<br>• To read common exception words matched to purple level Read Write Inc. Phonics.<br>• To read multisyllabic words containing set 1 sounds. |

# comprehension

| | | | | | |
|---|---|---|---|---|---|
| • To demonstrate some understanding of what has been read to me by retelling parts of stories and narratives using some specific vocabulary from the story e.g. Once upon a time.<br>• To begin to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.<br>• To begin to describe a character in a story using adjectives to describe what he/she/it looks like.<br>• To begin to describe a setting in a story using adjectives to describe what it looks like.<br>• To begin to identify rhyming words in a story.<br>• To show an awareness of rhyme in a story or song. | • To demonstrate some under standing of what has been read to me by answering questions using recently introduced vocabulary.<br>• To being to use and under stand recently introduced vocabulary during discus sions about stories, nonfic tion, rhymes and poems and during role play.<br>• To begin to describe a character in a story using adjectives to describe what he/she/it looks like.<br>• To begin to describe a setting in a story using adjectives to describe what it looks like.<br>• To identify rhyming words in a story or song. | • To demonstrate a good understanding of what has been read to me by retelling the main parts of stories and narratives using some specific vocabulary from the story e.g. Once upon a time.<br>• To use and understand recent ly introduced vocabulary dur ing discussions about stories, nonfiction, rhymes and poems and during role play.<br>• To describe a character in a story using a range of adjec tives to describe what he/she/it looks like and begin to describe how he/she/it feels and behaves.<br>• To describe a setting in a story using adjectives to describe what it looks like and how the setting makes you feel.<br>• To confidently identify rhyming words in a story.<br>• To begin to identify alliteration in a story or poem.<br>• To complete a rhyming string. | • To re-read RWI red level books to build up confidence in word reading, fluency, un derstanding and enjoyment. • To demonstrate a good understanding of what has been read to me by answer ing questions using recently introduced vocabulary.<br>• To begin to anticipate (where appropriate) key events in a range of stories.<br>• To use and understand re cently introduced vocabulary during discussions about sto ries, nonfiction, rhymes and poems and during role play.<br>• To confidently describe a character in a story using a range of adjectives to de scribe what he/she/it looks like and how he/she/it feels and behaves.<br>• To confidently describe a set ting in a story using adjectives to describe what it looks like and how the setting makes you feel. | • To re-read RWI green level books to build up confidence in word reading, fluency, understanding and enjoyment.<br>• To demonstrate an understanding of what has been read to me and suggests ways of innovating known stories and narratives by changing characters, settings and adjectives.<br>• To anticipate (where appropriate) key events in a range of stories.<br>• To confidently use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.<br>• To confidently describe a character in a story using a range of adjectives to describe what he/she/it looks like and how he/she/it feels and behaves.<br>• To begin to know when a character is talking when listening to stories (identifying speech).<br>• To verbally complete a rhyming string.<br>• To confidently identify alliteration in a story or poem. | • To re-read RWI purple level books to build up confidence in word reading, fluency, understanding and enjoyment.<br>• To read aloud purple RWI books to build up confidence in word reading, fluency, understanding, enjoyment and expression.<br>• I can confidently demonstrate an understanding of what has been read to me and suggests ways of innovating known stories and narratives by chang ing characters, settings and adjectives.<br>• To confidently anticipate (where appro priate) key events in a range of stories. • To confidently use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.<br>• To know when a character is talking when listening to stories (identifying speech).<br>• To show curiosity about punctuation in books and stories.<br>• To verbally complete a rhyming string. |

# Year 1

## Reading - Word Reading

| Phonics and Decoding | Vocabulary |
|---|---|
| • To apply phonetic knowledge and skills as the route to decode words.<br>• To blend sounds in unfamiliar words using the GPCs that they have been taught.<br> • To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.<br>• To read words containing taught GPCs.<br>• To read words containing –s, -es, -ing, -ed and –est endings. | • To read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.<br>• To discuss word meaning and link new meanings to those already known. |

## Reading - Comprehension

| Retrieval, Explanation and Comparison | Fluency | Inference | Prediction | Sequencing and Summarising | Poetry and Performance |
|---|---|---|---|---|---|
| • To check that a text makes sense to them as they read and to self correct.<br>• To listen to and discuss a wide range of fiction, non-fiction and poetry at a level that is beyond what they can read independently.<br>• To link what they have read or have had read to them to their own experiences.<br>• To discuss the significance of titles and events. | • To accurately read texts that are consistent with their developing phonetic knowledge, that do not require them to use other strategies to work out words.<br>• To reread texts to build up fluency and confidence in word reading. | • To begin to make simple inferences. | • To predict what might happen on the basis of what has been read so far.<br>• To retell familiar stories in increasing detail. | • To retell familiar stories in increasing detail. | • To recite simple poems by heart. |

# Year 2

## Reading - Word Reading

| Phonics and Decoding | Vocabulary |
|---|---|
| • To continue to apply phonetic knowledge and skills as the route to decode words until automatic decoding has become embedded and  reading is fluent.<br>• To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for  graphemes.<br>• To accurately read most words of two or more syllables.<br>• To read most words containing common suffixes. | • To read most Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.<br>• To discuss and clarify the meanings of words, linking new meanings to known vocabulary.<br>• To discuss their favourite words and phrases. |

## Reading - Comprehension

| Retrieval, Explanation and  Comparison | Fluency | Inference | Prediction | Sequencing and Summarising | Poetry and Performance |
|---|---|---|---|---|---|
| • To show understanding by drawing on what they already know or on background  information and vocabulary provided by  the teacher.<br>• To check that the text makes sense to them as they read and to correct inaccurate reading.<br> • To participate in discussion about books, poems and other works that that are read  to them (at a level beyond at which they  can read independently) and those that  they can read themselves, explaining their understanding and expressing their views.<br> • To recognise simple recurring literary language in stories and poetry.<br>• To ask and answer questions about a text.<br>•<br> • To make links between the text they are reading and other texts they have read (in texts that they can read independently).<br>• To recognise that non-fiction books are often structured in different ways. | • To read aloud books (closely matched to their improving phonetic knowledge), sounding out unfamiliar  words accurately, automatically and without undue hesitation.<br>• To read words accurately         and fluently        without overt sounding   and blending, e.g. at over 90 words perr minute, in age appropriate texts. | • To make inferences on the basis of what is being said and done. | • To predict what might happen on the basis of what has been read so far. | • To become increasingly familiar with and to retell a wide range of stories, fairy stories and  traditional tales.<br>• To discuss the sequence of events in books and how items of information  are related | • 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. |

# Year 3

## Reading - Word Reading

| Phonics and Decoding | Vocabulary |
|---|---|
| • To use their phonetic knowledge to decode quickly and accurately (may still need support to read longer unknown words).<br> • 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 begin to read aloud.<br>• To apply their growing knowledge of root words and suffixes/ word endings, including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian, to begin to read aloud. | • To begin to read Year3/ Year 4 common exception words.<br>• To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.<br>• To discuss authors' choice of words and phrases for effect |

## Reading - Comprehension

| Retrieval, Explanation and Comparison | Fluency | Inference | Prediction | Sequencing and Summarising | Poetry and Performance |
|---|---|---|---|---|---|
| • To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.<br>• To use appropriate terminology when discussing texts (plot, characters and settings). • To retrieve and record information from non fiction texts. | • To reread books to build up fluency and confidence in word reading. | • To ask and answer questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives. | • To justify predictions using evidence from the text. | • To confidently discuss the sequence of events in books and how items of information are related<br>• To begin to identify main ideas drawn from more than one paragraph and summarise these. | • To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.<br>• To begin to use appropriate intonation and volume when reading aloud. |

# Year 4

## Reading - Word Reading

| Phonics and Decoding | Vocabulary |
|---|---|
| • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/ word endings to read aloud fluently | • To read all Year 3/ Year 4 common exception words discussing the unusual correspondences between spelling and sound and where these occur in the word.<br>• Discuss vocabulary used to capture readers' interest and imagination.<br>• To use dictionaries to check the meaning of words that they have read. |

## Reading - Comprehension

| Retrieval, Explanation and Comparison | Fluency | Inference | Prediction | Sequencing and Summarising | Poetry and Performance |
|---|---|---|---|---|---|
| • To discuss and compare texts from a wide variety of genres.<br>• To identify themes and conventions in a wide range of books.<br>• To refer to authorial style, overall 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>• To identify how language, structure and presentation contribute to meaning.<br>• To use all of the organisational devices | • At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. | • To draw inferences from character's thoughts, feelings and motives that justifies their actions, supporting their views with evidence from the text. | • To justify predictions using evidence from the text. | • To identify main ideas drawn from more than one paragraph and summarise these. | • To recognise and discuss some different forms of poetry (e.g. free verse of narrative poetry).<br>• 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. |

| available within a non fiction text to retrieve, record and discuss information. | | | | | |
|---|---|---|---|---|---|

| Year 5 |
|---|

| Reading - Word Reading |
|---|

| Phonics and Decoding | Vocabulary |
|---|---|
| · To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.<br>· 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. | · To read most Year 5/ Year 6 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.<br>· To discuss vocabulary used by the author to create effect including the use of figurative language.  ·<br>To evaluate the use of author's language and explain how it has created an impact on the reader. |

| Reading - Comprehension |
|---|

| Retrieval, Explanation and Comparison | Fluency | Inference | Prediction | Sequencing and Summarising | Poetry and Performance |
|---|---|---|---|---|---|
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| • 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.<br>• To participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.<br>• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. | • At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. | • To draw inferences from character's thoughts, feelings and motives that justifies their actions, supporting their views with evidence from the text. | • To make predictions based on details stated and implied, justifying them in detail with evidence from the text. | • To identify main ideas drawn from more than one paragraph and to summarise these.<br>• To recommend texts to peer's based on personal choices | • To continually show an awareness of audience when reading aloud using intonation, tone, volume and action. |

| Year 6 |
|---|
| **Reading - Word Reading** |

| Phonics and Decoding | Vocabulary |
|---|---|

| |
|---|
| • To read fluently with full knowledge of Year 5/ Year 6 exception words, root words, prefixes, suffixes/ word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.<br>• 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. |

# Reading - Comprehension

| Retrieval, Explanation and Comparison | Fluency | Inference | Prediction | Sequencing and Summarising | Poetry and Performance |
|---|---|---|---|---|---|
| • To read and discuss, compare and evaluate 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. • To recognise more complex themes in what they read (such as loss or heroism). • To explain and discuss their understanding of what they have read. • To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. • To compare characters, settings and themes within a text and across more than one text. • To retrieve, record and present information from non-fiction texts | • At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. | • To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). • To discuss how characters change and develop through texts by drawing inferences based on indirect clues. | • To make predictions based on details stated and implied, justifying them in detail with evidence from the text. | • To draw out key information and to summarise the main ideas in a text. • To recommend texts to peer's based on personal choices | • To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. • To continually show an awareness of audience when reading aloud using intonation, tone, volume and action. |