Curriculum Map

English: Reading

*Note that there are some changes to the layout of the English maps, with Autumn, Spring and Summer Term information displayed horizontally after the year’s knowledge, skills and vocabulary. Teachers will upload resources on a termly basis to build up a comprehensive Curriculum Map.*

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| **Year** | **Year A** | | | | | | |
| **EYFS** |  | **Fluency** | |  | **Comprehension** | |  |
| **Links to previous learning** | | **Links to previous learning** | |
|  | |  | |
| **Knowledge** | | **Knowledge** | |
| I know that words are made of letters (graphemes) which make sounds (phonemes)  I know that words can rhyme  I know that pictures in stories are called illustrations  I know that authors write stories  I know that writing is all around me.  I know that sounds can be blended. | | I know the way stories are structured.  I know that the words I know make up my vocabulary, which I can use to communicate.  I know that it is fun to join in with stories and poems.  I know that information can be relayed in the form of print.  I know that information can be retrieved from books and computers. | |
| **Key Skills** | | **Key Skills** | |
| I can enjoy rhyming and rhythmic activities.  I can show an awareness of rhyme and alliteration.  I can recognise rhythm in spoken words.  I can continue a rhyming string.  I can hear and say the initial sound in words.  I can segment the sounds in simple words and blend them  together and know which letter represents some of them.  I can link sounds to letters, naming and sounding the letters of the alphabet.  I can use phonic knowledge to decode regular words and read them aloud accurately.  I can read some common irregular words.  I can show interest in illustrations and print in books and print in the environment.  I can recognise familiar words and signs such as own name and advertising logos.  I can look and handle books independently (holds books the correct way up and turns pages).  I can ascribe meanings to marks that they see in different places.  I can begin to break the flow of speech into words.  I can begin to read words and simple sentences.  I can read and understand simple sentences. | | I can listen to stories with increasing attention and recall.  I can anticipate key events and phrases in rhymes and stories.  I can begin to be aware of the way stories are structured.  I can describe main story settings, events and principal characters.  I can enjoy an increasing range of books.  I can follow a story without pictures or props.  I can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  I can demonstrate understanding when talking with others about what they have read.  I can build up vocabulary that reflects the breadth of my experiences.  I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  I can use vocabulary and forms of speech that are increasingly influenced by their experiences of books.  I can suggest how a story might end.  I can begin to understand ‘why’ and ‘how’ questions.  I can answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  I can listen to and join in with stories and poems, one-to -one and also in small groups.  I can join in with repeated refrains in rhymes and stories.  I can use intonation, rhythm and phrasing to make the meaning clear to others.  I can develop preference for forms of expression.  I can play cooperatively as part of a group to develop and act out a narrative.  I can express myself effectively, showing awareness of listeners’ needs. | |
| **Vocabulary** | | **Vocabulary** | |
| Rhyme  Alliteration  Alphabet  Decode  Irregular  Illustrations  Books: pages, words, sentences, letters  Segment  Initial | | Recall  Vocabulary  Meaning  Stories, rhymes, poems  Phrasing  Preference  Listeners  Refrains  Repeated  Characters & settings  information | |
| **Autumn Term**  **Cultural opportunities** | **Key values** | **Book List and Resources** | **Genre** |
|  |  |  |  |
| **Spring Term**  **Cultural opportunities** | **Key values** | **Book list & Resources** | **Genre** |
|  |  |  |  |
| **Summer Term**  **Cultural opportunities** | **Key Values** | **Book list & Resources** | **Genre** |
|  |  |  |  |
|  | | | | | | | |
| **1** |  | **Fluency** | |  | **Comprehension** | |  |
| **Links to previous Learning** | | **Links to previous Learning** | |
|  | |  | |
| **Knowledge** | | **Knowledge** | |
| I know that words can be built using GPCs.  I know that you can add sounds to the end of words  I know that sometimes, the rules of phonics do not apply | | I know that a text needs to make sense.  I know the difference between fiction, non-fiction and poetry.  I know that stories follow patterns, which helps with inference and predictions. | |
| **Key Skills** | | **Key Skills** | |
| I can apply phonic knowledge and skills as the route decode words.  I can blend sounds in unfamiliar words using the GPCs that I have been taught.  I can respond speedily, giving the correct sound graphemes for all of the 40+ phonemes.  I can read words containing taught GPCs.  I can read words containing -s, -es, -ing, -ed and -est endings.  I can read words with contractions, e.g. I’m, I’ll and we’ll.  I can read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.  I can accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  I can reread texts to build up fluency and confidence in word reading. | | I can check that a text makes sense as I read and I can self- correct.  I can listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently.  I can link what I have read or have read me to my own experiences.  I can retell familiar stories in increasing detail.  I can join in with discussions about a text, taking turns and listening to what others say.  I can discuss the significance of titles and events.  I can discuss word meaning and link new meanings to those already known.  I can begin to make simple inferences.  I can predict what might happen on the basis of what has been read so far.  I can recite simple poems by heart. | |
| **Vocabulary** | | **Vocabulary** | |
| Graphemes  Phonics  Contractions  Decode  Route  Blend  Phonemes  Exception  texts | | Decoding  Retrieval  Prediction  Comprehension  Inference  Deduction | |
| **Autumn Term**  **Cultural Opportunities** | **Key values** | **Book List & Resources** | **Genre** |
|  |  |  |  |
| **Spring Term**  **Cultural Opportunities** | **Key values** | **Book List & Resources** | **Genre** |
|  |  |  |  |
| **Summer Term**  **Cultural Opportunities** | **Key Values** | **Book List and Resrouces** | **Genre** |
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| **2** |  | **Fluency** | |  | **Comprehension** | |  |
| **Links to previous Learning** | | **Links to previous Learning** | |
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| **Knowledge** | | **Knowledge** | |
| I know that I need to practise reading aloud to become fluent.  I know that a prefix is added to the beginning of a word and a suffix is added to the end.  I know that words are made up of syllables. | | I know that fairy stories and traditional tales have some common features.  I know some poems off by heart.  I know that a knowledge of vocabulary and background information is necessary to understand a text. | |
| **Key Skills** | | **Key Skills** | |
| I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  I can accurately read most words of two or more syllables.  I can read most words containing common suffixes.  I can read most Y1 and Y2 common exception words\*, noting unusual correspondences between spelling and sound and where these occur in the word.  I can read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, auto matically and without undue hesitation.  I can reread these books to build up fluency and confidence in word reading.  I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-app | | I can show understanding by drawing on what I already know or on background information and vocabulary provided by the teacher.  I can check that the text makes sense to me as I read and I can correct inaccurate reading.  I can participate in discussion about books, poems and other works that are read to me (at a level beyond at which I can read independently) and those that I can read for myself, explaining my understanding and expressing my views.  I can become increasingly familiar with and I can retell a wide range of stories, fairystories and traditional tales.  I can discuss the sequence of events in books and how items of information are related  I can recognise simple recurring literary language in stories and poetry.  I can ask and answer questions about a text.  I can make links between the text they are reading and other texts I have read (in texts that they can read independent  I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.  I can discuss their favourite words and phrases.  I can make inferences on the basis of what is being said and done.  I can predict what might happen on the basis of what has been read so far in a text.  I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. | |
| **Vocabulary** | | **Vocabulary** | |
| Phoneme  Digraph  Consonants  Vowels  Grapheme  Segment  Blend  Compound word  Key word/common exception word  Prefix  Suffix  Fake words  CVC  Homophone | | Decoding  Retrieval  Prediction  Comprehension  Inference  Deduction | |
| **Autumn Term**  **Cultural Opportunities** | **Key values** | **Book List & Resources** | **Genre** |
|  |  |  |  |
| **Spring Term**  **Cultural Opportunities** | **Key values** | **Book List & Resources** | **Genre** |
|  |  |  |  |
| **Summer Term** | **Key Values** | **Book List & Resources** | **Genre** |
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| **3** |  | **Fluency** | |  | **Comprehension** | |  |
| **Links to previous Learning** | | **Links to previous Learning** | |
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| **Knowledge** | | **Knowledge** | |
| I know that prefixes and suffixes are added to root words.  I know that if I know the root of a word, it can help me to understand its meaning. | | I know and can recognise fiction, non-fiction, poetry, plays, reference books and text books.  I know that non-fiction books are factual and fiction is made-up.  I know that some poetry is made to be read aloud.  I know that I have to justify by predictions, inferences and deductions with evidence from the text.  I know that authors choose words and phrases carefully to have an effect.  I know that sometimes we need to read between the lines to work out characters’ feelings, thoughts and motives – the information is not all in written form.  I know that non-fiction texts are organised with contents pages, indexes and glossaries.  I know that the spine of the book states the title and author.  I know that the cover of a book contains information to persuade people to read it. | |
| **Key Skills** | | **Key Skills** | |
| I can use my phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  I can apply my 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.  I can apply my 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.\*  I can begin to read Y3/Y4 exception words.\* | | I can recognise, listen and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  I can use appropriate terminology when discussing texts (plot, character, setting to check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.  I can discuss authors’ choice of words and phrases for effect.  I can ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  I can justify predictions using evidence from the text.  I can prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  I can begin to use appropriate intonation and volume when reading aloud.  I can retrieve and record information from non- fiction texts. | |
| **Vocabulary** | | **Vocabulary** | |
| Decode  Root words  Suffixes  Prefixes | | Fiction & non-fiction  Poetry  Reference  Terminology  Character, plot, setting  Author  Phrases  Inference  Justify  Motives  Predictions  Prepare and perform  Audience  Retrieve, evidence  Intonation | |
| **Autumn Term**  **Cultural Opportunities** | **Key values** | **Book List and Resources** | **Genre** |
|  |  |  |  |
| **Spring Term**  **Cultural Opportunities** | **Key values** | **Book List & Resources** | **Genre** |
|  |  |  |  |
| **Summer Term**  **Cultural Opportunities** | **Key Values** | **Book List & Resources** | **Genre** |
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| **4** |  | **Fluency** | |  | **Comprehension** | |  |
| **Links to previous Learning** | | **Links to previous Learning** | |
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| **Knowledge** | | **Knowledge** | |
|  | | I know and can describe a variety of different genres and their features.  I know that writing has a purpose and an audience (the reader) and that this influences the choice of language.  I know there are common themes and conventions in books of a similar genre.  I know the author makes choices as to how to communicate most effectively.  I know that non-fiction books are organised in a way that assists with the retrieval of information as they are not always designed to be read cover to cover.  I know that the blurb on the back of a book gives a summary of the story and can be used to select books.  I know that in a library or bookshop, fiction is organised by the last name of the author and non-fiction is organised by subject. | |
| **Key Skills** | | **Key Skills** | |
| I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  I can apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.  I can read all Y3/Y4 exception words\*, discussing the unusual correspondences between spelling and these occur in the word. | | I can discuss and compare texts from a wide variety of genres and writers.  I can read for a range of purposes.  I can identify themes and conventions in a wide range of books.  I can 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).  I can identify how language, structure and presentation contribute to meaning.  I can identify main ideas drawn from more than one paragraph and summarise these.  I can discuss vocabulary used to capture readers’ interest and imagination.  I can draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.  I can justify predictions from details stated and implied.  I can recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).  I can prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action)  I can show awareness of the audience when reading aloud.  I can use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.  I can use dictionaries to check the meaning of words that they have read. | |
| **Vocabulary** | | **Vocabulary** | |
| Fluency  Root words  Prefixes and suffixes  Correspondence | | Dictionary  Themes and conventions  Authorial style  Presentational and organisational devices: numbering and headings  Structure  Inference  Justification  Implied and stated  Intonation, tone, volume and action  Awareness of audience | |
| **Autumn term**  **Cultural Opportunities** | **Key values** | **Book List & Resources** |  |
|  |  |  |  |
| **Spring Term**  **Cultural Opportunities** | **Key values** | **Book List and Resources** |  |
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| **Summer Term**  **Cultural Opportunities** | **Key Values** | **Book List & Resources** |  |
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| **5** |  | **Fluency** | |  | **Comprehension** | | **I can pic** |
| **Links to previous Learning** | | **Links to previous Learning** | |
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| **Knowledge** | | **Knowledge** | |
|  | | I know that library books (non-fiction) use the Dewey Decimal system to organise them effectively.  I know the features of diaries, biographies and autobiographies.  I know that figurative language is used to create effects.  I know that the author makes choices as to how to structure language to appeal to different audiences.  I know that authors ‘drip-feed’ information to build tension. | |
| **Key Skills** | | **Key Skills** | |
| I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  I can 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,  I can read aloud fluently.\*  I can read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. | | I can 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.  I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others’ ideas and challenging views courteously.  I can identify main ideas drawn from more than one paragraph and I can summarise these.  I can recommend texts to peers based on personal choice.  I can discuss vocabulary used by the author to create effect including figurative language.  I can evaluate the use of authors’ language and explain how it has created an impact on the reader.  I can draw inferences from characters’ feelings, thoughts and motives.  I can make predictions based on details stated and implied, justifying them in detail with evidence from the text.  I can continually show an awareness of audience when reading out loud using intonation, tone, volume and action.  I can use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. | |
| **Vocabulary** | | **Vocabulary** | |
| Contextual clues  Unusual  Correspondence | | Genre  Characteristics  Participate  Figurative language  Inference  Motives  Intonation  Predictions and justification | |
| **Autumn Term**  **Cultural Opportunities** | **Key values** | **Book List and Resources** | **Genre** |
|  |  | **Kensuke’s Kingdom - Michael Morpurgo**  **The Midnight Fox - Betsy Byars**  **Lonely Planet Kids – The Travel Book by Malcolm Croft**  **Deadly 60 – Steve Backshall**  **Roman Wall Blues – WH Auden** | **Fiction**  **Fiction**  **Non-fiction (travel writing)**  **Non-fiction (travel writing)**  **Poetry** |
| **Spring Term**  **Cultural Opportunities** | **Key values** | **Book List & Resources** | **Genre** |
|  |  |  |  |
| **Summer Term**  **Cultural Opportunities** | **Key Values** | **Book List & Resources** | **Genre** |
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| **6** |  | **Fluency** | |  | **Comprehension** | |  |
| **Links to previous Learning** | | **Links to previous Learning** | |
|  | |  | |
| **Knowledge** | | **Knowledge** | |
|  | | I know that library books (non-fiction) use the Dewey Decimal system to organise them effectively.  I know different genres of writing and describe their features, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  I know that authors have different opinions or viewpoints and may use facts in different ways to justify their beliefs.  I know that not all the information we need to understand a story is written in the text – sometimes we need to use inference and deduction to understand motives, feelings and thoughts. | |
| **Key Skills** | | **Key Skills** | |
| I can read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings\*  I can decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  I can read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. | | I can 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.  I can recognise more complex themes in what they read (such as loss or heroism).  I can 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 where necessary.  I can listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.  I can draw out key information and I can summarise the main ideas in a text.  I can distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.  I can compare characters, settings and themes within a text and across more than one text.  I can 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.  I can consider different accounts of the same event and I can discuss viewpoints (both of authors and of fictional characters).  I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.  I can confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. I can retrieve, record and present information from non-fiction texts.  I can use non-fiction materials for purposeful information retrieval (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). | |
| **Vocabulary** | | **Vocabulary** | |
|  | | Genres  Heroism  Debates  Summarise  Fact/opinion  figurative language: metaphor, simile, analogy, imagery, style and effect.  technical terminology  viewpoints | |
| **Autumn Term**  **Cultural Opportunities** | **Key values** | **Book List and Resources** | **Genre** |
| Refugees – being accepted as an outsider  Anti Racist literature  Justice (link to RE)  Setting up, using and running a library  Creating an inviting book-corner and display | Tolerance and respect for difference  Kindness, Goodness, Love, Peace  Justice (link to RE) | **Class Novels (Guided Reading):**   * Holes – Louis Sachar (being an outsider, justice) * Clockwork – Philip Pullman (Playing around with genre)   **English Based Projects**  Outsiders:  The Island by Armin Greder  Eric by Shaun Tan  Anti-Racist Poetry:  Benjamin Zephaniah  Lemn Sissay - Let there be Peace  Shakespeare’s Stories  Romeo and Juliet  Macbeth  The Tempest | Picture Books with different viewpoints  Stories and Poems with a theme  Play-scripts – love, fantasy, revenge |
| **Spring Term**  **Cultural Opportunities** | **Key values** | **Book List & Resources** | **Genre** |
|  |  |  |  |
| **Summer Term**  **Cultural Opportunities** | **Key Values** | **Book List & Resources** | **Genre** |
|  |  |  |  |