English Reading and Phonics Curriculum Map

	Autumn		Spring		Summer	
Reception	**Phonics** Progression of Skills	**1:1 reading** ● Developing vocabulary skills, explaining picture books, retrieving information from the pictures, and making predictions. Say the sounds and read the word. ● Books with words linked to phonic teaching and ability. ● **ARE: Dandelion Launchers/ Rhino Readers**	**Phonics** Progression of Skills	**1:1 reading** ● Books with words linked to phonic teaching and ability. ● Varied vocabulary ● Inference skills, retrieval skills. ● Say the sounds and read the word, increased pace and fluency. ● **ARE: Dandelion Launchers / Rhino Readers**	**Phonics** Progression of Skills	**1:1 reading** ● Variety of fiction, non-fiction and poetry books (we need more relating to the phonics scheme. ● Continue developing varied vocabulary. ● Sequencing skills, explanations. ● Read the 10 digraphs: ff, ll, ss, ck, ch, sh, zz, th, qu, ee ● **ARE: Dandelion Readers / Rhino Readers**
	Teaching: ● Letter recognition ● Introduce vocabulary ● Grapheme and phoneme links ● Blend and segment - orally. ● Link sounds to letters ● Whole class library sessions, introduction to where to find books, how to select books, how to handle books carefully and turn pages correctly. What a book is, fiction and non-fiction.		**Teaching:** ● Segment and blend - written. ● Reading phrases to match pictures. ● Fluency ● Expression ● Sentence structure		**Teaching:** ● Reading sentences ● Fluency ● Sentence structure ● Syllables	

	High Quality Texts:	High Quality Texts:	High Quality Texts:
	● See Reception Long Term Plan. We aim to read 5 each day from the selections under these headings in the long term plan: High Quality Texts, Diversity Texts, Writing texts as a stimulus and Maths. https://docs.google.com/document/d/1onGJNstijwl2LD1y4XlBxCMhhVGv0lRVt-cdiAOEV8/edit?usp=sharing	● See Reception Long Term Plan. We aim to read 5 each day from the selections under these headings in the long term plan: High Quality Texts, Diversity Texts, Writing texts as a stimulus and Maths. https://docs.google.com/document/d/1onGJNstijwl2LD1y4XlBxCMhhVGv0lRVt-cdiAOEV8/edit?usp=sharing	● See Reception Long Term Plan. We aim to read 5 each day from the selections under these headings in the long term plan: High Quality Texts, Diversity Texts, Writing texts as a stimulus and Maths. https://docs.google.com/document/d/1onGJNstijwl2LD1y4XlBxCMhhVGv0lRVt-cdiAOEV8/edit?usp=sharing

Ongoing
- Whole class library sessions, class to borrow books.
- Daily whole class reading for pleasure.
- Regular 1:1 reading in school and at home.

	Autumn		Spring		Summer	
Year 1	**Phonics** ● Progression of Skills	**1:1 reading** ● Echo and choral reading ● Variety of texts ● Features of non fiction and fiction books. ● Common Exception Words ● **ARE: Dandelion Readers / Rhino Readers**	**Phonics** Progression of Skills	**1:1 reading** ● Targeted comprehension skills. ● Encourage a love of reading - children to start to develop interests in texts. ● **ARE: Dandelion Readers / Rhino Readers**	**Phonics** Progression of Skills	**1:1 reading** ● Introduce chapter books for those ready. ● Share all books with class to discuss genres and content . ● **ARE: Dandelion Readers / Rhino Readers**
	Teaching: **Vocabulary** ● Discussion of what words could mean based on picture clues. **Retrieval** ● Answer simple questions about a text that has		**Teaching:** **Vocabulary** ● Discuss new word meanings and link them to words that they already know. **Retrieval** ● Answer simple questions about a text that has been		**Teaching:** **Vocabulary** ● Draw upon knowledge of vocabulary in order to understand the text. **Retrieval** ● Explain their understanding of what they have	

been read to them. **Sequence** ● Retell familiar stories orally e.g. fairy tales/traditional tales. **Inference** ● Make inferences by using pictures. **Predict** ● Making predictions based on a blurb/front cover of a book.	read to them. **Sequence** ● Sequence the events of a story they are familiar with. **Inference** ● Make inferences by using what they say and do to infer more obvious points. **Predict** ● Make simple predictions based on the story and on their own life experience.	read themselves by answering simple questions about what has just happened. **Sequence** ● Sequence main events from texts using story specific vocabulary. **Inference** ● Make inferences by using what they say and do to infer more obvious points. **Predict** ● Predicting what might happen on the basis of what has been read so far in terms of the story, character and plot.
High Quality Texts: ● Lost in the Toys Museum ● Dinosaurs ● Dinosaurs in my school ● Gigantosauras ● Tom and the Island of Dinosaurs ● Bonfire night - poetry ● Dogger ● Funny Bones ● The Lonely Christmas Tree	**High Quality Texts:** ● Dragon Post ● The Queen's Hat ● Owl Babies ● Shopping List - poetry ● Some Dogs Do ● Farm Animals ● Farmer Duck ● The Bumble Bear ● The Very Busy Spider	**High Quality Texts:** ● The Queen's Handbag ● The Magic Paintbrush ● Lila and the Secret of Rain ● Squash and a Squeeze ● Roy the Singing Zebra ● I like - senses poem ● Open Very Carefully ● Handa's Surprise ● Here We Are ● Lost and Found

Ongoing
- Whole class library sessions, class to borrow books.
- Daily whole class reading for pleasure.
- Regular 1:1 reading in school and at home.
- Mock phonic screeners.

	Autumn	Spring	Summer

Year 2	Phonics Progression of Skills	1:1 reading ● Read some common exception words. ● Blending the sounds in words that contain the common graphemes for all 40+ phonemes. ● Two or more syllables that contain the same grapheme phoneme correspondences ● Read aloud many words quickly and accurately ● Sound out many unfamiliar words accurately. ● **ARE: Dandelion Readers / Rhino Readers**	Phonics Progression of Skills	1:1 reading ● Read accurately most words of 2 or more syllables. ● Read most words containing common suffixes. ● Read most common exception words. ● Sound out most unfamiliar words without hesitation. ● Make some inferences. ● Explain what has happened so far ● Read most words accurately so they can focus on their understanding rather than decoding individual words. ● **ARE: Dandelion Readers / Rhino Readers**	1:1 reading. ● Checking that the text makes sense to them, explaining the meaning of words in context. ● Be able to make some inferences. ● Be able to make a plausible prediction ● Make links between books ● **ARE: Dandelion Readers / Rhino Readers**
	Teaching: **Vocabulary** ● Discuss new word meanings and link them to words that they already know. **Retrieval** ● Explain their understanding of what they have read themselves by answering simple questions about what has just happened. **Sequence** ● Sequence main events from texts using story specific vocabulary. **Inference** ● Make inferences by using what they say and do to infer more obvious points. **Predict** ● Predicting what might happen on the basis of what has been read so far in terms of the story, character and plot.		**Teaching:** **Vocabulary** ● Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context. **Retrieval** ● Within longer texts, scan for keywords in the text in order to locate an answer. **Sequence** ● Sequence events from a story, explaining reasons for choices. **Inference** ● Make inferences using what they say and do to infer more obvious points and begin to pick up on some more subtle references, with support. **Predict** ● Give logical explanations for their predictions.		**Teaching:** **Vocabulary** ● Discuss the purpose of different words in the text. **Retrieval** ● Answer various types of retrieval questions e.g. matching answers, true/false etc. **Sequence** ● Begin to discuss how events are linked, focusing on the main content of the story. **Inference** ● Make inferences by using what they say and do with direct references to pictures and words in the text. **Predict** ● Make predictions within longer texts; predicting the next paragraph based on evidence from the last paragraph.
	High Quality Texts: ● The Great Fire of London ● Wombat Goes Walkabout ● Grandads Island		**High Quality Texts:** ● Lily and the Snowman ● Amelia Earhart ● The Seeds of Friendship		**High Quality Texts:** ● Dragon Poems ● Stubby ● Here We Are

● Vlad and the Florence Nightingale Adventure ● Vlad and The Great Fire of London ● Vlad and the Space Race ● The Three Little Wolves ● Remembrance Day ● Christmas	● Meerkat Mail ● The Ugly Five ● Elephants ● Jack and the Beanstalk ● George and the Dragon ● Big Cats	● Sully the Seahorse ● Castles ● Pirates Next Door ● The Owl Who Was Afraid of the Dark ● The Day the Crayons Quit ● In My Heart ● The Marvellous Fluffy Squishy Itty Bitty

Ongoing
- Whole class library sessions, class to borrow books.
- Daily whole class reading for pleasure.
- Regular 1:1 reading in school and at home.
- Past reading SAT paper practise.

	Autumn	Spring	Summer
Year 3	**1:1 reading** ● Reading at least 90 words per minute ● Continue to apply checking that the text makes sense to them, explaining the meaning of words in context ● **ARE: Lime/Brown**	**1:1 reading** ● When reading longer words, they should be supported to test out different pronunciations. ● Showing understanding through intonation, tone and volume ● Introduce the children to how to choose a suitable book for free reading, including complexity of sentences and appropriate content. ● **ARE: free read**	**1:1 reading** ● Starting to ask questions without prompt to improve their understanding of a text ● Continue to independently choose books and start making decisions based on interest/blurb rather than familiar authors. ● **ARE: free read**
	Teaching: Teaching comprehension should be taking precedence over teaching word reading directly. **Vocabulary** ● Identify new vocabulary and explore meaning in context ● 1st and 3rd person **Retrieval** ● To find answers by skimming the text for keywords from the question **Summarise** ● Sequence and summarise events **Inference** ● Infers characters' feelings, motives, behaviour and relationships using evidence from the text	**Teaching:** **Vocabulary** ● Using dictionaries **Retrieval** ● To use a contents page accurately ● Retrieve and record information from non-fiction ● Refer back to the text for evidence. **Summarise** ● Summarise main ideas from a text. **Inference** ● Justify their views about what they have read by using evidence from the text **Predict** ● Make predictions based on details in the text **Identify/Explain** ● Discuss the author's choice of word	**Teaching:** **Vocabulary** ● Identify new vocabulary and explore meaning in context **Retrieval** ● Extract information from tables and charts **Summarise** ● Identify some themes in stories. **Inference** ● Suggests reasons for a characters' feelings, motive, behaviours and relationships referencing a specific point in the text. **Predict** ● Indicate how likely their prediction is to be correct (opinion) **Identify/Explain**

	Predict ● Make predictions based on the cover/images from the text		● Identify how language structure and presentation (font size, bold) contribute to meaning **Compare** ● Compare two characters from a text.
	High Quality Texts: ● Traction Man ● Bold Women in Black History ● The Firework Maker's Daughter ● The Polar Express	**High Quality Texts:** ● Iron Man ● The First Drawing ● Bold Women in Black History	**High Quality Texts:** ● The Lights on Cotton Rock ● Fantastic Mr Fox
	Ongoing ● Whole class library sessions, class to borrow books and reading for pleasure. ● Daily whole class reading. ● Regular 1:1 reading in school and at home. ● NFER reading papers		

	Autumn	Spring	Summer

Year 4	**1:1 reading** ● Apply their growing knowledge of root words, prefixes and suffixes ● Children able to read max of 3 same author books consecutively ● Making sure the texts make sense to them, discussing the understanding and explaining the meaning of words in context. ● **ARE: free read**	**1:1 reading** ● Read aloud at an age appropriate interest level with accuracy ● Making sure the texts make sense to them, discussing the understanding and asking questions to improve their understanding further. ● **ARE: free read**	**1:1 reading** ● To independently articulate the different reading skills ● Pupils should be encouraged to work out how to work out any unfamiliar words ● **ARE: free read**
	Teaching: Continue reading skills (content domains) including oral and written responses **Vocabulary** ● Use dictionaries to identify meanings of new vocabulary. ● to understand the meaning of new words they meet including entomology. **Retrieval** ● Retrieve information, referring to the text ● Refer back to the text for evidence. **Summarise** ● Summarise main ideas from a text. **Inference** ● Suggest reasons for actions and events referencing a specific point in the text. **Predict** ● Justify predictions using evidence from the text. **Identify/Explain** ● Identify how language structure and presentation (font size, bold) contribute to meaning ● Identify main ideas drawn from more than one paragraph and summarising these **Compare** ● Compare the impact different language has on the emotion of the reader.	**Teaching:** Be able to write written responses to comprehension, SATs style questions How to use intonation, volume and action for performance of a text. **Vocabulary** ● Use dictionaries to identify meanings of new vocabulary. ● Identify new vocabulary and explore meaning in context. **Retrieval** ● Retrieve information, referring to the text. **Summarise** ● Highlight key information and record it. **Inference** ● Consolidate the skill of justifying reasons using a specific reference point in the text **Predict** ● Use relevant prior knowledge as well as details from the text to form predictions and to justify them **Identify/Explain** ● Identify main ideas drawn from more than one paragraph and summarising these **Compare** ● Identify and compare themes and conventions in a wide range of books	**Teaching:** Participate in discussions about books that are read to them and listening to what others say. Children write own reading skill (content domain) type questions for partners **Vocabulary** ● Identifying how language and structure and presentation contribute to meaning. ● Use dictionaries to identify meanings of new vocabulary. **Retrieval** ● Retrieve information, referring to the text. ● Retrieve and record information from non-fiction texts. **Summarise** ● Write book reviews to recommend books to other. ● Identifying main ideas drawn from more than one paragraph and summarising thesers **Inference** ● Use more than one piece of evidence to justify their answer **Predict** ● Confirm and modify predictions as they read on. **Identify/Explain** ● Identifying themes and conventions in a wide range of books **Compare** ● Compare how different settings are described based on the language used.
	High Quality Texts: ● Oh Maya Gods	**High Quality Texts:** ● How to Train your Dragon	**High Quality Texts:** ● The Explorer

Ongoing
- Whole class library sessions, class to borrow books and reading for pleasure.
- Daily whole class reading.
- Regular 1:1 reading in school and at home.
- NFER reading papers

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Year 5	**1:1 reading** ● Read aloud at an age appropriate interest level with accuracy ● Pupils should be encouraged to work out how to work out any unfamiliar words ● Be able to read silently with good understanding ● **ARE: free read**	**1:1 reading** ● Most words should be read effortlessly ● Pupils should be encouraged how to pronounce any unfamiliar word ● Infer meaning of unfamiliar words ● Justify answers to questions with evidence ● **ARE: free read**	**1:1 reading** ● Self correct spontaneously in order to enhance expression, intonation or to reinterpret what has been read ● Recommend books that they have read to their peers, giving reasons for their choices ● **ARE: free read**
	Teaching: At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils **Vocabulary** ● Use a range of strategies to identify the meaning of new vocabulary, including etymology. **Retrieval** ● retrieves information, referring to more than one place in the text **Summarise** ● Summarise the main ideas across paragraphs, page, chapter or the entire text identifying key details to support the main ideas. **Inference** ● Infer different perspectives from different characters **Predict** ● predicting what might happen from details stated and implied ● **Identify/explain** ● Identify the language and structure of a piece of text and how this contributes to meaning. **Compare** ● Compare how different settings are described	**Teaching:** Increase familiarity with a wide range of books. Practise mastery of reading aloud through public speaking and debate. **Vocabulary** ● Comment on word/sentence choice **Retrieval** ● Comment on how a character is built and presented **Summarise** ● Make connections between information across the text and include this as an answer. **Inference** ● Consider how the time and place where a story is set would affect the characters **Predict** ● support predictions with relevant evidence from the text. **Identify/Explain** ● Identify characters' relationships and how they change throughout the text. Give reasons for this. **Compare** ● Compare how opinions about different characters may change throughout a text and why	**Teaching:** Identifying and discussing themes and conventions in writing. **Vocabulary** ● Identify the meaning of pre-20th century words **Retrieval** ● identifies use of technical terminology and considers the different reasons for why an author might use this **Summarise** ● Discuss the themes or conventions from a chapter or text **Inference** ● Infer how and why characters might change during a story **Predict** ● confirm and modify predictions as they read on. **Identify/Explain** ● recognise the style of different authors and recognise their intended audience. **Compare** ● Compare how opinions about different characters may change throughout a text

	based on the language used		and why ● Compare the key conventions and themes of the chapter/book to other pieces of text.
	High Quality Texts: ● Once	**High Quality Texts:** ● Who Let The Gods Out	**High Quality Texts:** ● Skellig
	Ongoing: ● Whole class library sessions, class to borrow books and reading for pleasure. ● Daily whole class reading. ● Regular 1:1 reading in school and at home. ● NFER reading papers		

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Year 6	**1:1 reading** ● Work out how to read unfamiliar words with increasing automaticity ● **ARE: free read**	**1:1 reading** ● Read most words effortlessly ● **ARE: free read**	**1:1 reading** ● Pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7 ● **ARE: free read**
	Teaching: Increase familiarity with a wide range of books. Read books from our literary heritage. Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect. **Vocabulary** ● Analyse impact of author's choice of words **Retrieval** ● Distinguish between statements of fact and opinion ● Retrieve information from different texts **Summarise**	**Teaching:** Increase familiarity with a wide range of books. Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect. **Vocabulary** ● Analyse impact of author's choice of words **Retrieval** ● Distinguish between statements of fact and opinion ● Retrieve information from different texts **Summarise**	**Teaching:** Increase familiarity with a wide range of books. Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect. Read a wide range of fiction, poetry and non-fiction texts. Learn a poem off by heart **Vocabulary** ● Analyse impact of author's choice of words **Retrieval** ● Distinguish between statements of fact and opinion ● Retrieve information from different texts

	● Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. ● Summarise entire texts in their own words, in addition to chapters or paragraphs. **Inference** ● Analyse when a scene changes **Predict** ● Consolidate Year 5 skills. **Identify/Explain** ● Make more developed opinions about a text with justified opinions ● Identify the language and structure of a piece of text and how this contributes to meaning. **Compare** ● Compare how opinions about different characters may change throughout a text and why	● Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. ● Summarise entire texts in their own words, in addition to chapters or paragraphs. **Inference** ● Analyse how a scene change affects characters **Predict** ● Consolidate Year 5 skills. **Identify/Explain (Analyse)** ● Draws reasoned conclusions when looking at different opinions ● Identify different narrative structures-e.g. Flashbacks ● Make more developed opinions about a text with justified opinions **Compare** ● Compare how opinions about different characters may change throughout a text and why	**Summarise** ● Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. ● Make comparisons across different books and identify themes across a wide range of writing **Inference** ● Infer how and why characters might change during a story **Predict** ● Consolidate Year 5 skills. **Identify/Explain (Analyse)** ● Identify and discuss themes and conventions in and across a wide range of writing ● Analyse bias in a text ● Make more developed opinions about a text with justified opinions **Compare** ● Compare how opinions about different characters may change throughout a text and why
	High Quality Texts: ● Street Child ● Stormbreaker (Chapter) ● Auta the Giant Killer	**High Quality Texts:** ● Holes	**High Quality Texts:** ● Boy at the Back of the Class
Ongoing: ● Whole class library sessions, class to borrow books and reading for pleasure. ● Daily whole class reading. ● Regular 1:1 reading in school and at home. ● Past reading SAT paper practise.			