

**READING Curriculum map (see also Phonics Curriculum map)**

English Vision

We aim to engender a life-long love of English by giving children the strategies they need to become enthusiastic, strong, confident and independent readers and writers. We provide children with a wealth of opportunities that inspire their imagination and give them deep and sustained knowledge of vocabulary, genres and styles that they can use both when discussing the writing of others, and apply in their own work.

Spoken language links (continually) : listen and respond appropriately to adults and their peers, ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary, give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, speak audibly and fluently with an increasing command of Standard English, gain, maintain and monitor the interest of the listener(s) (Reception to Year 2) and select and use appropriate registers for effective communication (Reception to Year 2)

	Autumn	Spring	Summer	Key Vocabulary
Nursery	<p><b>Word reading</b> Learn that print carries meaning</p> <p><b>Handles</b> books independently: turning pages and holding them the correct way.</p> <p><b>Fluency</b> Joins in with singing familiar songs and rhymes.</p> <p><b>Vocabulary</b> Use key vocabulary including words for the nouns in key texts i.e the animals on the farm in 'What the Ladybird Heard'.</p> <p><b>Understanding and interpreting texts</b> Follows a storyline in simple texts.</p> <p><b>Knowledge, engagement and response.</b> Listens to and joins in with repeated refrains in stories and poems.</p> <p><b>Expresses</b> whether they enjoyed a story.</p> <p><b>Shows</b> an interest in books by choosing to look at them independently.</p>	<p><b>Word reading</b> Learn to read their name and other words in the environment.</p> <p><b>Know</b> that English is read from left to right and top to bottom.</p> <p><b>Identifies</b> rhyming and alliterative words.</p> <p><b>Joins</b> in with rhythms in words and songs.</p> <p><b>Fluency</b> Tell stories using pictures in picture books.</p> <p><b>Vocabulary</b> Use key vocabulary including words that describe settings, characters in key texts i.e. Africa and Handa in 'Handa's Surprise'.</p> <p><b>Understanding and interpreting texts</b></p> <p><b>Becomes</b> aware of the way stories are structured by sequencing.</p>	<p><b>Word reading</b></p> <p><b>Orally</b> segments and blend cvc words.</p> <p><b>Recognises</b> some letters and says the corresponding sound including those in their name.</p> <p><b>Fluency</b></p> <p><b>Retells</b> familiar stories in role play.</p> <p><b>Vocabulary</b></p> <p><b>Use</b> key vocabulary including words linked to events in stories or in key non-fiction texts linked to the topic i.e about crocodiles in 'Beware of the Crocodile'.</p> <p><b>Understanding and interpreting texts</b></p> <p><b>Predicts</b> how the story might end.</p>	<p>listen story book picture word sound rhythm rhyme alliteration retell role play character feel setting like find out</p>

		<p><b>Infers</b> simple feelings of characters in stories i.e. sad, happy.</p> <p><b>Retrieves</b> information from illustrations in books.</p> <p><b>Anticipates</b> key events in stories. <b>Knowledge, engagement and response.</b></p> <p><b>Listens</b> to stories with increasing attention and recall.</p> <p><b>Chooses</b> to use books to support their learning i.e role play</p> <p><b>Identifies</b> favourite books and reads them independently and repeatedly.</p>	<p><b>Learns that</b> information can be retrieved from non-fiction texts.</p> <p><b>Infers</b> that feelings of characters change during a story.</p> <p><b>Orally</b> retells familiar stories and helps make simple story maps of key events with support.</p> <p><b>Knowledge, engagement and response.</b></p> <p><b>Listens to and joins in with discussions</b> about familiar stories.</p> <p><b>Requests</b> particular books to be read and says which part or character they like best.</p>	
Reception	<p><b>Word reading</b> <b>Links</b> sounds to taught single phase 2 graphemes and blends them together to read simple one syllable words.</p> <p><b>Fluency</b> <b>Reads</b> taught high frequency words by sight.</p> <p><b>Vocabulary</b> <b>Uses</b> vocabulary influenced by experiences of books linked to the topic Marvellous Me and words associated with Autumn.</p> <p><b>Understands</b> that it is important to understand what new words mean.</p> <p><b>Understanding and interpreting texts</b></p> <p><b>Explains</b> what is happening in a picture in a familiar book.</p> <p><b>Predicts</b> what might happen next in class discussions using key texts.</p> <p><b>Infers</b> and describes the feelings of main characters.</p>	<p><b>Word reading</b> <b>Links</b> sounds to taught phase 2 and 3 graphemes, digraphs and trigraphs and blends them together. Understand some words have two syllables.</p> <p><b>Fluency</b> <b>Reads</b> taught high frequency words by sight and reads simple sentences with support.</p> <p><b>Continues</b> a rhyming string.</p> <p><b>Vocabulary</b> <b>Uses</b> vocabulary commonly found in Fairy tales and tier 2 and 3 words associated with worms.</p> <p><b>Engages</b> in discussions to explore the meanings of new words in class discussions.</p> <p><b>Understanding and interpreting texts</b></p> <p><b>Understands</b> that information can be retrieved from books.</p> <p><b>Retells</b> a range of Fairytales in role play using props.</p> <p><b>Compares</b> traits of main characters in different fairy stories.</p>	<p><b>Word reading</b> <b>Blends</b> consonant letters and reads one and some two syllable words (phase 4) with taught phonemes.</p> <p><b>Fluency</b> <b>Reads</b> simple sentences independently. Understands what a sentence is and pauses at full stops.</p> <p><b>Continues</b> a rhyming string.</p> <p><b>Vocabulary</b> <b>Uses</b> geographical vocabulary from the topic Here, There and Everywhere and tier 2 and 3 words associated with sharks.</p> <p><b>Asks</b> for support to explore the meanings of unfamiliar words when reading.</p> <p><b>Understanding and interpreting texts</b> <b>Understands</b> the differences between fiction and non-fiction books.</p> <p><b>Describes</b> and compares settings in key texts based in different locations.</p> <p><b>Demonstrate</b> understanding when talking with others about what they have read.</p>	<p>As above plus:</p> <p>phoneme grapheme digraph trigraph syllable blend segment vocabulary listen poem information illustration sentence alliteration retell act out character feeling setting like/dislike question answer talk Fairytale traditional tale prop author</p>

	<p><b>Orally retells</b> stories that have been read to them in sequence with support.</p> <p><b>Knowledge, engagement and response.</b> <b>Listens</b> when books are read to them.</p> <p><b>Chooses</b> to read books independently and sometimes discusses the pictures with friends.</p> <p><b>Selects</b> books to take home to read.</p>	<p><b>Knowledge, engagement and response.</b> <b>Sustains</b> attention when books are read to the class.</p> <p><b>Explains</b> whether they have enjoyed a book that has been read to them at storytime.</p> <p><b>Answers</b> questions about books that have been read to them.</p> <p><b>Engages</b> in role play independently, acting out or borrowing ideas from familiar stories.</p> <p><b>Expresses</b> preferences and requests favourite books to be read at storytime.</p>	<p><b>Knowledge, engagement and response.</b></p> <p><b>Knows</b> that information can be retrieved from books and computers.</p> <p><b>Actively</b> engages and joins in when stories are read to them.</p> <p><b>Expresses</b> opinions and makes comments about books.</p> <p><b>Names</b> famous authors and some well-known books ie those on the Storytime book list.</p>	
<p><b>Year 1</b></p>	<p><b>Word reading</b> <b>Blends</b> consonant letters and reads one and polysyllabic words with taught phonemes from phases 2,3 and 5.</p> <p><b>Reads</b> some Year 1 common exception words by sight.</p> <p><b>Fluency</b> <b>Understands</b> that a sentence has a capital letter at the beginning and full-stop at the end.</p> <p><b>Joins</b> in with repeated refrains and coral reading as a group or class.</p> <p><b>Vocabulary</b> <b>Understands</b> there can be more than one word with the same meaning by playing vocabulary games.</p> <p><b>Learns</b> strategies for working out the meanings of unfamiliar words.</p> <p><b>Uses</b> the working wall to revisit key topic words relating to animals and toys.</p> <p><b>Recalls</b> the meaning of new words when revisited in the 'vocab. box'.</p> <p><b>Understanding and interpreting texts</b> <b>Learns</b> basic strategies for the key aspects of comprehension through the animal characters: retrieval, vocabulary, sequencing, inference and prediction.</p> <p><b>Discusses</b> key texts and familiar books, answering simple questions.</p>	<p><b>Word reading</b> <b>Learn</b> that some graphemes/digraphs have alternative pronunciations.</p> <p><b>Confidently segments and blends</b> words with all phase 2,3, and 5 graphemes, including pseudo words.</p> <p><b>Fluency</b> <b>Reads</b> aloud, pausing to decode words that can not be read by sight.</p> <p><b>Rereads</b> sentences, passages and books to practise fluency.</p> <p><b>Understands</b> that expression is important when reading aloud.</p> <p><b>Vocabulary</b> <b>Learns</b> and uses key tier 2 and 3 vocabulary new vocabulary from information texts relating to topics</p> <p><b>Joins in</b> with vocabulary games to understand new vocabulary encountered in key texts.</p> <p><b>Using</b> learnt strategies, attempts to offer alternatives for new vocabulary.</p> <p><b>Understanding and interpreting texts</b> <b>Applies</b> basic strategies with support for the key aspects of comprehension through the animal characters: retrieval, vocabulary, sequencing, inference and prediction.</p> <p><b>Discusses</b> and answers questions about books they are reading themselves.</p>	<p><b>Word reading</b> <b>Read</b> accurately words of two or more syllables, choosing the correct pronunciation from learnt alternatives.</p> <p><b>Reads</b> many commonly encountered words by sight without overt segmenting and blending.</p> <p><b>Reads</b> words with some taught suffixes and prefixes.</p> <p><b>Reads</b> all Year 1 common exception words by sight.</p> <p><b>Fluency</b> <b>Recognises</b> and reads by sight words that have been read earlier in a text.</p> <p><b>Notices</b> punctuation and attempts to use it to add meaning when reading aloud.</p> <p><b>Uses</b> prosody in reading in a familiar text.</p> <p><b>Vocabulary</b> <b>Rapidly</b> learns and uses new vocabulary in speech and writing about bears and plants.</p> <p><b>Understanding and interpreting texts</b> <b>Applies</b> basic strategies for the key aspects of comprehension through the animal characters: retrieval, vocabulary, sequencing, inference and prediction.</p> <p><b>Answers</b> questions about texts, using evidence to back up their answers.</p> <p><b>Knowledge, engagement and response</b></p>	<p>As above plus:</p> <p>alien word pseudo word decode alternative pronunciation spell vocabulary inference prediction sequence strategy meaning fact event story map relate respond knowledge recall suffix prefix funny</p>

	<p><b>Knowledge, engagement and response.</b> <b>Learns</b> how to get information from books</p> <p><b>Listens</b> attentively, engages and joins in when stories are read to them.</p> <p><b>Expresses</b> likes and dislikes about stories and poetry.</p> <p><b>Names</b> favourite authors and some well-known books ie those on the Storytime book list.</p>	<p><b>Makes</b> simple story maps.</p> <p><b>Knowledge, engagement and response.</b> <b>Actively</b> retrieves information from books</p> <p><b>Votes</b> for which books to read at storytime.</p> <p><b>Chooses</b> to read in free time ie in the reading Den, Golden Time etc.</p> <p><b>Links</b> what they encounter in texts to their own experiences.</p>	<p><b>Demonstrates</b> a widening knowledge of children's authors and books, ie those on the Storytime book list.</p> <p><b>Demonstrates</b> a pleasure in reading and excitement about literature.</p> <p><b>Compares</b> books by the same author with a focus on Oliver Jeffers.</p> <p><b>Relates</b> to characters and events encountered in texts.</p> <p><b>Widens</b> their knowledge through reading, remembering and recalling facts.</p> <p><b>Consider</b> different viewpoints, building on the contributions of others</p>	
<b>Year 2</b>	<p><b>Word reading</b> <b>Read</b> words of two or more syllables.</p> <p><b>Sound out</b> unfamiliar words accurately.</p> <p><b>Read aloud</b> many words quickly and accurately without overt sounding and blending.</p> <p><b>Read</b> many words by sight.</p> <p><b>Fluency</b> <b>Reads</b> aloud, pausing at fullstops and commas.</p> <p><b>Attempts</b> expression when rereading passages of text.</p> <p><b>Vocabulary</b> <b>Learns</b> strategies for understanding the meaning of unfamiliar words.</p> <p><b>Knows</b> where to look in the classroom for key vocabulary relating to the topic of Happy Homes (habitats) and The Great Fire of London.</p> <p><b>Understanding and interpreting texts</b> <b>Retrieves</b> information from key texts and information books about habitats.</p> <p><b>Knows</b> how to make predictions based on storylines in key texts.</p>	<p><b>Word reading</b> <b>Read</b> most words containing common suffixes and prefixes.</p> <p><b>Sound out</b> most unfamiliar words accurately, without undue hesitation.</p> <p><b>Fluency</b></p> <p><b>Use</b> intonation for question marks and exclamation marks.</p> <p><b>Use</b> some expression when reading aloud, especially in relation to the speech of characters.</p> <p><b>Vocabulary</b> <b>Uses</b> a range of strategies to understand the meaning of new words.</p> <p><b>Uses</b> key vocabulary learnt through key texts and information texts ie in relation to the science of and History of Chocolate.</p> <p><b>Understanding and interpreting texts</b> <b>Check</b> what they read makes sense to them, correcting any inaccurate reading</p> <p><b>Retrieve</b> information from books ie about The History of Chocolate.</p>	<p><b>Word reading</b> <b>Read</b> all common exception words by sight.</p> <p><b>Fluency</b> <b>Read</b> accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p><b>Uses</b> expression when reading books appropriate to their reading ability.</p> <p><b>Vocabulary</b> <b>Offers</b> an alternative when they read an unfamiliar word. Introduce use of a thesaurus.</p> <p><b>Uses</b> a range of vocabulary learnt through key texts and independent reading in relation to the British Isles, habitats and environmental issues.</p> <p><b>Understanding and interpreting texts</b> <b>Make</b> a plausible prediction about what might happen on the basis of what has been read so far.</p> <p><b>Makes</b> inferences about characters and events in books they have read, giving reasons based on evidence in the text.</p> <p><b>Asks questions</b> to clarify meanings and deepen understanding.</p>	<p>As above plus:</p> <p>accurate expression meaning comprehension humorous factual imaginary tense, historical, poetic character traits imagination theme issue genre</p>

**Retells** what they have read in the correct sequence.

**Makes** inferences in key texts.

**Answers** questions about what they have read.

**Knowledge, engagement and response.**

**Relates** to books and discusses what they have learnt from them across the curriculum

**Makes links** between books at real life issues ie in The Journey Home.

**Understand** there are different styles of books (ie chapter books, picture books, information books, poetry books etc.)

**Say** whether or not they have enjoyed a book and explain why.

**Build up** a knowledge of children's authors and poets.

**Explain** what has happened so far in what they have read.

**Asks** questions and seeks clarification about what has been read to them.

**Understands** that books have themes and lessons can be learnt from them i.e. greed in Charlie and the Chocolate Factory and Grendel: A Cautionary Tale about Chocolate.

**Attempts** written comprehension papers successfully.

**Learns** how to approach written comprehension papers successfully.

**Knowledge, engagement and response.**

**Understand** there are different styles of writing ( ie humorous, factual, imaginary,tense, historical, poetic).

**Discuss** their favourite books and authors, giving reasons to justify their choices.

**Know** how to select a book i.e. reading the blurb, reading a few sentences, looking at the illustrations, familiar authors.

**Choose** to read for pleasure at home or in free time at school.

**Develops** their imagination through texts, applying this in their writing.

**Completes** written comprehension papers successfully.

**Knowledge, engagement and response.**

**Demonstrates** a wide knowledge of children's authors and books, ie those on the Storytime book list.

**Articulate** and **justify** answers by responses, and form opinions of the text

**Make links** between books they are reading and other books they have read ie themes, storylines, settings, genre, character traits, style of writing ie using a range of key texts relating to environmental issues.

**Read** and discuss self-selected whole books independently.

**Demonstrate** they read widely through the vocabulary, style, grammar and imagination in their writing.

**Maintain** attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

**Consider** and evaluate different viewpoints, attending to and building on the contributions of others