

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.

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

		<p>Anticipates key events in stories. Knowledge, engagement and response.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Chooses to use books to support their learning i.e role play</p> <p>Identifies favourite books and reads them independently and repeatedly.</p>	<p>Infers that feelings of characters change during a story.</p> <p>Orally retells familiar stories and helps make simple story maps of key events with support.</p> <p>Knowledge, engagement and response.</p> <p>Listens to and joins in with discussions about familiar stories.</p> <p>Requests particular books to be read and says which part or character they like best.</p>	
Reception	<p>Word reading Links sounds to taught single phase 2 graphemes and blends them together to read simple one syllable words.</p> <p>Fluency Reads taught high frequency words by sight.</p> <p>Vocabulary Uses vocabulary influenced by experiences of books linked to the topic Marvellous Me and words associated with Autumn.</p> <p>Understands that it is important to understand what new words mean.</p> <p>Understanding and interpreting texts</p> <p>Explains what is happening in a picture in a familiar book.</p> <p>Predicts what might happen next in class discussions using key texts.</p> <p>Infers and describes the feelings of main characters.</p> <p>Orally retells stories that have been read to them in sequence with support.</p>	<p>Word reading Links sounds to taught phase 2 and 3 graphemes, digraphs and trigraphs and blends them together. Understand some words have two syllables.</p> <p>Fluency Reads taught high frequency words by sight and reads simple sentences with support.</p> <p>Continues a rhyming string.</p> <p>Vocabulary Uses vocabulary commonly found in Fairy tales and tier 2 and 3 words associated with worms.</p> <p>Engages in discussions to explore the meanings of new words in class discussions.</p> <p>Understanding and interpreting texts</p> <p>Understands that information can be retrieved from books.</p> <p>Retells a range of Fairytales in role play using props.</p> <p>Compares traits of main characters in different fairy stories.</p> <p>Knowledge, engagement and response. Sustains attention when books are read to the class.</p>	<p>Word reading Blends consonant letters and reads one and some two syllable words (phase 4) with taught phonemes.</p> <p>Fluency Reads simple sentences independently. Understands what a sentence is and pauses at full stops.</p> <p>Continues a rhyming string.</p> <p>Vocabulary Uses geographical vocabulary from the topic Here, There and Everywhere and tier 2 and 3 words associated with sharks.</p> <p>Asks for support to explore the meanings of unfamiliar words when reading.</p> <p>Understanding and interpreting texts Understands the differences between fiction and non-fiction books.</p> <p>Describes and compares settings in key texts based in different locations.</p> <p>Demonstrate 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>Knowledge, engagement and response. Listens when books are read to them.</p> <p>Chooses to read books independently and sometimes discusses the pictures with friends.</p> <p>Selects books to take home to read.</p>	<p>Explains whether they have enjoyed a book that has been read to them at storytime.</p> <p>Answers questions about books that have been read to them.</p> <p>Engages in role play independently, acting out or borrowing ideas from familiar stories.</p> <p>Expresses preferences and requests favourite books to be read at storytime.</p>	<p>Knowledge, engagement and response.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Actively engages and joins in when stories are read to them.</p> <p>Expresses opinions and makes comments about books.</p> <p>Names famous authors and some well-known books ie those on the Storytime book list.</p>	
Year 1	<p>Word reading Blends consonant letters and reads one and polysyllabic words with taught phonemes from phases 2,3 and 5.</p> <p>Reads some Year 1 common exception words by sight.</p> <p>Fluency Understands that a sentence has a capital letter at the beginning and full-stop at the end.</p> <p>Joins in with repeated refrains and coral reading as a group or class.</p> <p>Vocabulary Understands there can be more than one word with the same meaning by playing vocabulary games.</p> <p>Learns strategies for working out the meanings of unfamiliar words.</p> <p>Uses the working wall to revisit key topic words relating to animals and toys.</p> <p>Recalls the meaning of new words when revisited in the 'vocab. box'.</p> <p>Understanding and interpreting texts Learns basic strategies for the key aspects of comprehension through the animal characters: retrieval, vocabulary, sequencing, inference and prediction.</p> <p>Makes simple story maps as a group.</p> <p>Discusses key texts and familiar books, answering simple questions.</p> <p>Knowledge, engagement and response.</p>	<p>Word reading Learn that some graphemes/digraphs have alternative pronunciations.</p> <p>Confidently segments and blends words with all phase 2,3, and 5 graphemes, including pseudo words.</p> <p>Fluency Reads aloud, pausing to decode words that can not be read by sight.</p> <p>Rereads sentences, passages and books to practise fluency.</p> <p>Understands that expression is important when reading aloud.</p> <p>Vocabulary Learns and uses key tier 2 and 3 vocabulary new vocabulary from information texts relating to space and pirates.</p> <p>Joins in with vocabulary games to understand new vocabulary encountered in key texts.</p> <p>Using learnt strategies, attempts to offer alternatives for new vocabulary.</p> <p>Understanding and interpreting texts Applies basic strategies with support for the key aspects of comprehension through the animal characters: retrieval, vocabulary, sequencing, inference and prediction.</p> <p>Discusses and answers questions about books they are reading themselves.</p> <p>Makes simple story maps.</p>	<p>Word reading Read accurately words of two or more syllables, choosing the correct pronunciation from learnt alternatives. Reads many commonly encountered words by sight without overt segmenting and blending.</p> <p>Reads words with some taught suffixes and prefixes.</p> <p>Reads all Year 1 common exception words by sight.</p> <p>Fluency Recognises and reads by sight words that have been read earlier in a text.</p> <p>Notifies punctuation and attempts to use it to add meaning when reading aloud.</p> <p>Uses expression in coral reading and attempts it when reading a familiar text aloud.</p> <p>Vocabulary Rapidly learns and uses new vocabulary in speech and writing about bears and plants.</p> <p>Understanding and interpreting texts Applies basic strategies for the key aspects of comprehension through the animal characters: retrieval, vocabulary, sequencing, inference and prediction.</p> <p>Draws a picture that depicts what is read to them.</p> <p>Answers questions about texts, using evidence to back up their answers.</p> <p>Knowledge, engagement and response</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>Learns how to get information from books and computers.</p> <p>Listens attentively, engages and joins in when stories are read to them.</p> <p>Expresses likes and dislikes about stories and poetry.</p> <p>Names favourite authors and some well-known books ie those on the Storytime book list.</p>	<p>Knowledge, engagement and response. Actively retrieves information from books and computers.</p> <p>Votes for which books to read at storytime.</p> <p>Chooses to read in free time ie in the reading Den, Golden Time etc.</p> <p>Links what they encounter in texts to their own experiences.</p>	<p>Demonstrates a widening knowledge of children's authors and books, ie those on the Storytime book list.</p> <p>Demonstrates a pleasure in reading and excitement about literature.</p> <p>Compares books by the same author.</p> <p>Relates to characters and events encountered in texts.</p> <p>Widens their knowledge through reading, remembering and recalling facts.</p>	
Year 2	<p>Word reading Read words of two or more syllables.</p> <p>Sound out unfamiliar words accurately.</p> <p>Read aloud many words quickly and accurately without overt sounding and blending.</p> <p>Read many words by sight.</p> <p>Fluency Reads aloud, pausing at fullstops and commas.</p> <p>Attempts expression when rereading passages of text.</p> <p>Vocabulary Learns strategies for understanding the meaning of unfamiliar words.</p> <p>Knows 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>Understanding and interpreting texts Retrieves information from key texts and information books about habitats.</p> <p>Knows how to make predictions based on storylines in key texts.</p> <p>Retells what they have read in the correct sequence.</p> <p>Makes inferences in key texts.</p> <p>Answers questions about what they have read.</p>	<p>Word reading Read most words containing common suffixes and prefixes.</p> <p>Sound out most unfamiliar words accurately, without undue hesitation.</p> <p>Fluency</p> <p>Use intonation for question marks and exclamation marks.</p> <p>Use some expression when reading aloud, especially in relation to the speech of characters.</p> <p>Vocabulary Uses a range of strategies to understand the meaning of new words.</p> <p>Uses key vocabulary learnt through key texts and information texts ie in relation to the science of and History of Chocolate.</p> <p>Understanding and interpreting texts Check what they read makes sense to them, correcting any inaccurate reading</p> <p>Retrieve information from books ie about The History of Chocolate.</p> <p>Explain what has happened so far in what they have read.</p> <p>Asks questions and seeks clarification about what has been read to them.</p> <p>Understands that books have themes and lessons can be learnt from them i.e. greed in</p>	<p>Word reading Read all common exception words by sight.</p> <p>Fluency Read 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>Uses expression when reading books appropriate to their reading ability.</p> <p>Vocabulary Offers an alternative when they read an unfamiliar word.</p> <p>Uses a range of vocabulary learnt through key texts and independent reading in relation to the British Isles, habitats and environmental issues.</p> <p>Understanding and interpreting texts Make a plausible prediction about what might happen on the basis of what has been read so far.</p> <p>Makes inferences about characters and events in books they have read, giving reasons based on evidence in the text.</p> <p>Asks questions to clarify meanings and deepen understanding.</p> <p>Completes written comprehension papers successfully.</p> <p>Knowledge, engagement and response.</p> <p>Demonstrates a wide knowledge of children's authors and books, ie those on the Storytime book list.</p>	<p>As above plus:</p> <p>accurate expression meaning comprehension humorous factual imaginary tense, historical, poetic character traits imagination theme issue genre</p>

	<p>Learns how to approach written comprehension papers successfully.</p> <p>Knowledge, engagement and response.</p> <p>Relates to books and discusses what they have learnt from them across the curriculum ie PSED - sharing in The Rainbow Fish.</p> <p>Makes links between books at real life issues ie in The Journey Home.</p> <p>Understand there are different styles of books (ie chapter books, picture books, information books, poetry books etc.)</p> <p>Say whether or not they have enjoyed a book and explain why.</p> <p>Build up a knowledge of children's authors and poets.</p> <p>Read regularly at school and home, with or without parental support and encouragement.</p>	<p>Charlie and the Chocolate Factory and Grendel: A Cautionary Tale about Chocolate.</p> <p>Attempts written comprehension papers successfully.</p> <p>Knowledge, engagement and response.</p> <p>Understand there are different styles of writing (ie humorous, factual, imaginary,tense, historical, poetic).</p> <p>Discuss their favourite books and authors, giving reasons to justify their choices.</p> <p>Know how to select a book i.e. reading the blurb, reading a few sentences, looking at the illustrations, familiar authors.</p> <p>Choose to read for pleasure at home or in free time at school.</p> <p>Develops their imagination through texts, applying this in their writing.</p>	<p>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.</p> <p>Read and discuss self-selected whole books independently.</p> <p>Demonstrate they read widely through the vocabulary, style, grammar and imagination in their writing.</p>	
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