

AREA OF LEARNING: English

Reading Curriculum Map 2023-2024

EYFS

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

For more information see the RWI progression plan.

Word Reading	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs• Read words consistent with their phonic knowledge by sound-blending• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Reading Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary• Anticipate – where appropriate – key events in stories• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Year 1

During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters.

For more information see the RWI progression plan.

Word reading	<ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings• read other words of more than one syllable that contain taught GPCs
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	<ul style="list-style-type: none"> • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 			
<p>Reading comprehension</p>	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ➢ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ➢ being encouraged to link what they read or hear to their own experiences ➢ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ➢ recognising and joining in with predictable phrases ➢ learning to appreciate rhymes and poems, and to recite some by heart ➢ discussing word meanings, linking new meanings to those already known ➢ having an awareness of nonfiction books, beginning to distinguish between fiction and nonfiction. • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ➢ drawing on what they already know or on background information and vocabulary provided by the teacher ➢ checking that the text makes sense to them as they read, and correcting inaccurate reading ➢ discussing the significance of the title and events ➢ making inferences on the basis of what is being said and done ➢ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them 			
<p>1a – draw on knowledge of vocabulary to understand texts</p>	<p>1b – identify/explain key aspects of texts</p>	<p>1c – identify and explain the sequences of events in texts</p>	<p>1d- make inferences from the text</p>	<p>1e – predict what might happen based on reading from the text</p>
<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>To notice unfamiliar and interesting words.</p>	<p>To answer simple questions about the text, retrieving information from non-fiction and fiction texts.</p> <p>To retell well-known stories and books that the class have read in sequence.</p>	<p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To comment on obvious characteristics and the actions of characters in the story.</p>	<p>To predict what might happen on the basis of what has been read so far in a text and their experience and knowledge of previously-read stories.</p>

Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Word reading	<ul style="list-style-type: none">• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• read accurately words of two or more syllables that contain the same graphemes as above• read words containing common suffixes• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• reread these books to build up their fluency and confidence in word reading
Reading comprehension	<ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none">➢ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently➢ discussing the sequence of events in books and how items of information are related➢ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales➢ being introduced to non-fiction books that are structured in different ways➢ recognising simple recurring literary language in stories and poetry➢ discussing and clarifying the meanings of words, linking new meanings to known vocabulary➢ discussing their favourite words and phrases➢ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear➢ rereading texts to build up fluency and confidence in word reading and understanding the text• understand both the books that they can already read accurately and fluently and those that they listen to by:<ul style="list-style-type: none">➢ drawing on what they already know or on background information and vocabulary provided by the teacher➢ checking that the text makes sense to them as they read, and correcting inaccurate reading➢ making inferences on the basis of what is being said and done➢ answering and asking questions➢ predicting what might happen on the basis of what has been read so far

	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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1a – draw on knowledge of vocabulary to understand texts	1b – identify/explain key aspects of texts	1c – identify and explain the sequences of events in texts	1d- make inferences from the text	1e – predict what might happen based on reading from the text
<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases in a text.</p> <p>To begin to discuss how different words and phrases affect meaning.</p>	<p>To recognise that non-fiction and fiction books are often structured in different ways.</p> <p>To retrieve information from non-fiction and fiction texts</p>	<p>To discuss the sequence of events in books and how items of information are related (cause and effect, patterns in the story).</p> <p>To summarise a story, giving the main points in sequence.</p>	<p>To make inferences on the basis of what is being said and done (with reference to thoughts, feelings and actions).</p>	<p>To predict what might happen on the basis of what has been read so far in a text and a range of clues (book title, blurb and personal experience).</p>

Key Stage Two – Curriculum Lower Key Stage 2

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

Reading words	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Reading comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ➤ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ➤ reading books that are structured in different ways and reading for a range of purposes

- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader’s interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 3

2a – give and explain the meaning of words	2b – retrieve and record information from texts	2c – summarise main ideas from more than one paragraph	2d- make inferences from the text with evidence to support answers	2e – make predictions about what might happen	2f – explain how content impacts on meaning	2g - explain how meaning is enhanced through vocab choices	2h – make comparisons within the text
<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary. Use root words as a basis for discussions.</p> <p>To check that the text makes sense</p>	<p>To skim and scan for key words in retrieval questions within the texts that are being read.</p> <p>To retrieve and record information from non-</p>	<p>To discuss, then record, main ideas drawn from texts and summarise these links. Teacher led then phase out to partner teach as the year progresses.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.</p>	<p>To justify predictions using evidence from the text.</p>	<p>To identify how structure and presentation contribute to meaning. For example, sub-headings in non-fiction texts.</p>	<p>To discuss authors’ choice of words and phrases for effect.</p>	<p>To compare characters, settings and themes within a text, directed by the teacher.</p>

to them, discussing their understanding and explaining the meaning of words in context.	fiction and fiction texts.						
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Year 4

2a – give and explain the meaning of words	2b – retrieve and record information from texts	2c – summarise main ideas from more than one paragraph	2d- make inferences from the text with evidence to support answers	2e – make predictions about what might happen	2f – explain how content impacts on meaning	2g - explain how meaning is enhanced through vocab choices	2h – make comparisons within the text
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<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary. Use root words as a basis for discussions, build on this knowledge with prefixes and suffixes.</p> <p>Discuss their understanding of new vocabulary and explain the meaning of words in context.</p>	<p>To skim and scan, quickly for key words in retrieval questions within the texts that are being read.</p> <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>	<p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To draw inferences from characters’ feelings, thoughts and motives, supporting their views with evidence from the text.</p>	<p>To make predictions about characters’ feelings, thoughts and motives, supporting their views with evidence from the text.</p>	<p>To identify how structure and presentation contribute to meaning. For example, sub-headings in non-fiction texts, different fonts for emphasis in fiction texts and layout/presentation of poems.</p>	<p>Discuss vocabulary used to capture readers’ interest and imagination.</p> <p>To identify how language choices contribute to meaning.</p>	<p>To compare characters, settings and themes within a text.</p>
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Upper Key Stage Two

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. Pupils hear, discuss and learn new vocabulary and grammatical structures.

Reading words	Pupils should be taught to: <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Reading comprehension	Pupils should be taught to: <ul style="list-style-type: none">• maintain positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none">• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions• recommending books that they have read to their peers, giving reasons for their choices• identifying and discussing themes and conventions in and across a wide range of writing• making comparisons within and across books• learning a wider range of poetry by heart• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience• understand what they read by:<ul style="list-style-type: none">➤ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context➤ asking questions to improve their understanding➤ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence➤ predicting what might happen from details stated and implied➤ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas➤ identifying how language, structure and presentation contribute to meaning➤ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader➤ distinguish between statements of fact and opinion

- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- 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
- provide reasoned justifications for their views.

Year 5

2a – give and explain the meaning of words	2b – retrieve and record information from texts	2c – summarise main ideas from more than one paragraph	2d- make inferences from the text with evidence to support answers	2e – make predictions about what might happen	2f – explain how content impacts on meaning	2g - explain how meaning is enhanced through vocab choices	2h – make comparisons within the text
<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Use root words as a basis for discussions, build on this knowledge with prefixes, suffixes and word families.</p> <p>Discuss their understanding of new vocabulary and explain the meaning of words in context. Teachers to have a greater focus on figurative</p>	<p>To skim and scan, quickly and accurately for key words in retrieval questions within the texts that are being read.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>Retrieval questions do not always</p>	<p>To draw out key information and to summarise the main ideas in a text, within specific sections.</p>	<p>To draw inferences from characters' feelings, thoughts and motives, that justifies their actions, supporting their views with evidence from the text.</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To identify and comment on, how structure and presentation contribute to meaning.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To compare characters, settings and themes within a text and across more than one text, directed by the teacher.</p>

language where they link with well-chosen class texts.	explicitly identify the location of the information in the text. Synonyms of key words may be used.						
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Year 6

2a – give and explain the meaning of words	2b – retrieve and record information from texts	2c – summarise main ideas from more than one paragraph	2d- make inferences from the text with evidence to support answers	2e – make predictions about what might happen	2f – explain how content impacts on meaning	2g - explain how meaning is enhanced through vocab choices	2h – make comparisons within the text
<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Children to apply their own knowledge of root words as a basis for discussions, build on this knowledge with prefixes, suffixes and word families. Discuss their understanding of new vocabulary and explain the meaning of words in context. Teachers to have a greater focus on</p>	<p>To retrieve, record and present information from all texts types (non-fiction, fiction and poetry).</p> <p>To 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</p>	<p>To draw out key information and to summarise the main ideas in a text, both as a whole and within specific sections.</p>	<p>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.</p> <p>To distinguish independently between statements of fact and opinion, providing</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To identify and comment on, how structure and presentation contribute to meaning, using evidence from the text to justify explanations.</p>	<p>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.</p>	<p>To compare characters, settings and themes within a text and across more than one text.</p>

<p>figurative language and idioms where they link with well-chosen class texts.</p> <p>Knowledge of complex word meanings and subject-specific technical language is required.</p>	<p>find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> <p>Retrieval questions focus on information is not prominent within the text and there is significant competing information, either within the text or in form of functional distractors.</p>		<p>reasoned justifications for their views.</p> <p>Answers are extended, with pupils giving fully-structured responses.</p>				
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