Thomas Buxton Primary School

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	CONTRIBUTE	RESPECT	ENJOY	ASPIRE	TEAM WORK	ENQUIRE
WHOLE SCHOOL VALUES and WEEKLY REFLECTI ON THEME	 Making a good first impression Ready to Learn Mind Your Manners Be included Play your part; do your bit. Talents- everybody's got one. All different, all equal 	 It's good to be me Celebrating Peace Thomas Buxton is a Bully Free Zone Honesty is the best policy Peer Pressure, do it your way Do as you would be done by. How should we treat others? Goodbye - Another year older and wiser! 	 New Year's Resolutions Be happy on purpose Enjoy your learning Accentuate the positive, eliminate the negative. Thomas Buxton is a Bully Free Zone Calm Down! Ways to keep your cool. 	 I have a dream. You have brains in your head and feet in your shoes. Spring has sprung! Turning over a new leaf. I am special – 10 fascinating facts about me. You're never too young to change the world. Making friends and keeping friends 	1. TEAM —Together Everyone Achieves More 2. Do as you would be done by. How should we treat others? 3. No Man is an island 4. Resolving conflict — falling out and making up 5. Think Before You Speak	 But why? Questions it's ok to ask. Forgiveness Curiouser and Curiouser Take a closer look Worry Sorry Goodbye and thank you. Moving on.

Thomas Buxton Primary School

Reading Curriculum Map

N	11	R	E	D

Range 4

Has some favourite stories, rhymes, songs, poems or jingles

Repeats and uses actions, words or phrases from familiar stories

Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps

Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes

Range 5

Listens to and joins in with stories and poems, when reading one-to-one and in small groups

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Begins to be aware of the way stories are structured, and to tell own stories

Talks about events and principal characters in stories and suggests how the story might end

Shows interest in illustrations and words in print and digital books and words in the environment

Recognises familiar words and signs such as own name, advertising logos and screen icons

Looks at and enjoys print and digital books independently

Begins to develop phonological and phonemic awareness

- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words, songs, poems and rhymes
 Claps or taps the syllables in
- Claps or taps the syllables in words during sound play

Hears and says the initial sound in words

Range 5

Listens to and joins in with stories and poems, when reading one-to-one and in small groups

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

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- Claps or taps the syllables in words during sound play

Hears and says the initial sound in words

Thomas Buxton Primary School

Reading

Curriculum Map

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Range 5

Listens to and joins in with stories and poems, when reading one-to-one and in small groups

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Begins to be aware of the way stories are structured, and to tell own stories

Talks about events and principal characters in stories and suggests how the story might end

Shows interest in illustrations and words in print and digital books and words in the environment

Recognises familiar words and signs such as own name, advertising logos and screen icons

Looks at and enjoys print and digital books independently

Begins to develop phonological and phonemic awareness

- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words, songs, poems and rhymes
- Claps or taps the syllables in words during sound play

Hears and says the initial sound in words

Range 6

Enjoys an increasing range of print and digital books, both fiction and non-fiction

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading

Describes main story settings, events and principal characters in increasing detail

Re-enacts and reinvents stories they have heard in their play

Range 6

Enjoys an increasing range of print and digital books, both fiction and non-fiction

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading

Describes main story settings, events and principal characters in increasing detail

Re-enacts and reinvents stories they have heard in their play

Range 6

Enjoys an increasing range of print and digital books, both fiction and non-fiction

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading

Describes main story settings, events and principal characters in increasing detail

Re-enacts and reinvents stories they have heard in their play

Knows that information can be retrieved from books, computers and mobile digital devices

Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example

Begins to develop phonological and phonemic awareness -Continues a rhyming string identifies alliteration

Hears and says the initial sound in words

Range 6

Enjoys an increasing range of print and digital books, both fiction and non-fiction

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading

Describes main story settings, events and principal characters in increasing detail

Re-enacts and reinvents stories they have heard in their play

Knows that information can be retrieved from books, computers and mobile digital devices

Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example

Begins to develop phonological and phonemic awareness -Continues a rhyming string identifies alliteration

Hears and says the initial sound in

Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee ls able to recall and discuss stories or information that has been read to them, or they have read themselves

Range 6

Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration Hears and says the initial sound in words

Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee

Is able to recall and discuss stories or information that has been read to them, or they have read themselves

Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences

Engages with books at a deeper level-drawing on phonic knowledge to decode words

FIG

Say a sound for each letter of the alphabet

Read words consistent with their phonic knowledge

Read aloud simple sentences

Thomas Buxton Primary School

Reading Curriculum Map

YEAR 1

Word Reading

Pupils should be taught to: 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 Pupils should be taught to: 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

read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Pupils should be taught to: 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

read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Pupils should be taught to: 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

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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

read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

re-read these books to build up their fluency and confidence in word reading. Pupils should be taught to: 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

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re-read these books to build up their fluency and confidence in word reading.

Thomas Buxton Primary School

Reading Curriculum Map

Compreh
ension

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

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 read to their own experiences

recognising and joining in with predictable phrases

discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

discussing the significance of the title and events

predicting what might happen on the basis of what has been read so far Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

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 read 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

discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

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

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

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 read 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

Understand both the books they can already read accurately and fluently and those they listen to by:

drawing on what they already know or on background

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

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 read to their own experiences

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learning to appreciate rhymes and poems, and to recite some by heart

discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

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Begin to participate in some	and correcting inaccurate	information and vocabulary			
discussion about what is read	reading	provided by the teacher	checking that the text makes	checking that the text makes	checking that the text makes
to them and listening to what			sense to them as they read and	sense to them as they read and	sense to them as they read and
others say	discussing the significance of	checking that the text makes	correcting inaccurate reading	correcting inaccurate reading	correcting inaccurate reading
	the title and events	sense to them as they read			
		and correcting inaccurate	discussing the significance of	discussing the significance of	discussing the significance of the
	predicting what might happen	reading	the title and events	the title and events	title and events
	on the basis of what has been	_			
	read so far	discussing the significance of	making inferences on the basis	making inferences on the basis	making inferences on the basis
		the title and events	of what is being said and done	of what is being said and done	of what is being said and done
	Begin to participate in some		_	_	_
	discussion about what is read	making inferences on the basis	predicting what might happen	predicting what might happen	predicting what might happen
	to them and listening to what	of what is being said and done	on the basis of what has been	on the basis of what has been	on the basis of what has been
	others say		read so far	read so far	read so far
		predicting what might happen			
		on the basis of what has been	participate in discussion about	participate in discussion about	participate in discussion about
		read so far	what is read to them, taking	what is read to them, taking	what is read to them, taking
			turns and listening to what	turns and listening to what	turns and listening to what
		Begin to participate in some	others say	others say	others say
		discussion about what is read			
		to them and listening to what	explain clearly their	explain clearly their	explain clearly their
		others say	understanding of what is read to	understanding of what is read	understanding of what is read to
			them.	to them.	them.
		Begin to explain their			
		understanding of what is read			
		to them			
	1	1	1		

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Reading Curriculum Map

YEAR 2

Word Reading Pupils should be taught to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read these books to build up their fluency and confidence in word reading.

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Pupils should be taught to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read these books to build up their fluency and confidence in word reading.

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Pupils should be taught to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read these books to build up their fluency and confidence in word reading.

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

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 Pupils should be taught to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read these books to build up their fluency and confidence in word reading.

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 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 Pupils should be taught to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

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

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 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 Pupils should be taught to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

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ReadingCurriculum Map

Being introduced to

non-fiction books

Compreh	Develop pleasure in reading,	Develop pleasure in reading,	Develop pleasure in reading,	Develop pleasure in reading,	Develop pleasure in reading,	Develop pleasure in reading,
ension	motivation to read,	motivation to read,	motivation to read,	motivation to read,	motivation to read,	motivation to read,
Elisioli	vocabulary and	vocabulary and	vocabulary and	vocabulary and	vocabulary and	vocabulary and
	understanding.	understanding.	understanding.	understanding.	understanding.	understanding.
	Listening to,	Listening to,	Listening to, discussing and			
	discussing and	discussing and	expressing views about a wide			
	expressing views	expressing views	range of contemporary and			
	about a wide	about a wide	classic poetry, stories and non-			
	range of	range of	fiction at a level beyond that at			
	contemporary	contemporary	which they can read			
	and classic	and classic	independently	independently	independently	independently
	poetry, stories	poetry, stories				
	and non-fiction	and non-fiction	Discussing the	Discussing the	Discussing the	Becoming increasingly
	at a level beyond	at a level beyond	sequence of	sequence of	sequence of	familiar with and
	that at which	that at which	events in books	events in books	events in books	retelling a wider
	they can read	they can read	and how items	and how items of	and how items of	range of stories,
	independently	independently	of information	information are	information are	fairy stories and
			are related	related	related	traditional tales
	Discussing the	Discussing the				
	sequence of	sequence of	Discussing their	Discussing their	Discussing their	Being introduced to
	events in books	events in books	favourite words	favourite words	favourite words	non-fiction books
	and how items	and how items	and phrases	and phrases	and phrases	that are structure
	of information	of information				in different ways
	are related	are related			Becoming increasingly	
			Recognising simple	Becoming increasingly	familiar with and	Discussing and clarifying
	Discussing their	Discussing their	recurring literary	familiar with and	retelling a wider	the meanings of
	favourite words	favourite words	language in	retelling a wider	range of stories,	words, linking ne
	and phrases	and phrases	stories and	range of stories,	fairy stories and	meanings to
			poetry	fairy stories and	traditional tales	known vocabular
	Recognising simple			traditional tales		
	recurring literary	Recognising simple	Discussing and		Discussing and	
	language in	recurring literary	clarifying the	Discussing and	clarifying the	
	stories and	language in	meanings of	clarifying the	meanings of	Continuing to build up
	poetry	stories and	words, linking	meanings of	words, linking	repertoire of
		poetry	new meanings	words, linking	new meanings to	poems learnt by
	Discussing and		to known	new meanings to	known	heart, appreciati
	clarifying the	Discussing and	vocabulary	known vocabulary	vocabulary	these and reciting
	meanings of	clarifying the				some, with
	words, linking	meanings of			Being introduced to	appropriate
		1	1	6	6	1

words, linking

new meanings

new meanings

intonation to

non-fiction books

that are

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to known	to known		that are	structured in	make the meaning
vocabulary	vocabulary		structured in	different ways	clear
			different ways		
	Continuing to build up		·		
	a repertoire of		Continuing to build up		
	poems learnt by		a repertoire of		
	heart,		poems learnt by		
	appreciating		heart,		
	these and		appreciating		
	reciting some,		these and reciting		
	with appropriate		some, with		
	intonation to		appropriate		
	make the		intonation to		
	meaning clear		make the		
			meaning clear		
Understand both the books	Understand both the books	Understand both the books	Understand both the books that	Understand both the books that	Understand both the books that
that they can already read	that they can already read	that they can already read	they can already read	they can already read	they can already read accurately
accurately and fluently and	and fluently and those that they				
those that they listen to by:	listen to by:				
Participate in discussion about					
books, poems and other works					
that are read to them and	that are read to them and	that are read to them and	that are read to them and those	that are read to them and	that are read to them and those
those that they can read for	those that they can read for	those that they can read for	that they can read for	those that they can read for	that they can read for
themselves, taking turns and					
listening to what others say					
Drawing on what they already	Drawing on what they already	Explain and discuss their			
know or on background	know or on background	understanding of books,	understanding of books, poems	understanding of books, poems	understanding of books, poems
information and vocabulary	information and vocabulary	poems and other material,	and other material, both those	and other material, both those	and other material, both those
provided by the teacher	provided by the teacher	both those that they listen to	that they listen to and those	that they listen to and those	that they listen to and those that
		and those that they read for	that they read for themselves.	that they read for themselves.	they read for themselves.
Checking that the text makes	Checking that the text makes	themselves.		l	
sense to them as they read	sense to them as they read		Drawing on what they already	Drawing on what they already	Drawing on what they already
and correcting inaccurate	and correcting inaccurate	Drawing on what they already	know or on background	know or on background	know or on background
reading	reading	know or on background	information and vocabulary	information and vocabulary	information and vocabulary
l		information and vocabulary	provided by the teacher	provided by the teacher	provided by the teacher
Answering questions	Making inferences on the basis	provided by the teacher			
	of what is being said and done				

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<u></u>					
Predicting what might happen	Answering questions	Checking that the text makes			
on the basis of what has been		sense to them as they read	sense to them as they read and	sense to them as they read and	sense to them as they read and
read so far	Predicting what might happen	and correcting inaccurate	correcting inaccurate reading	correcting inaccurate reading	correcting inaccurate reading
	on the basis of what has been	reading			
	read so far		Making inferences on the basis	Making inferences on the basis	Making inferences on the basis
		Making inferences on the basis	of what is being said and done	of what is being said and done	of what is being said and done
		of what is being said and done			
		_	Answering and asking questions	Answering and asking questions	Answering and asking questions
		Answering questions	g .		0 0.
			Predicting what might happen	Predicting what might happen	Predicting what might happen
		Predicting what might happen	on the basis of what has been	on the basis of what has been	on the basis of what has been
		on the basis of what has been	read so far	read so far	read so far
		read so far			
		1644 30 141			

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YEAR 3 Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.
Compreh ension	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.	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.	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.	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. Listening to and discussing a	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. Listening to and discussing a	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. Listening to and discussing a
	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Using dictionaries to check the	wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Using dictionaries to check the	wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discussing words and phrases
	Using dictionaries to check the meaning of words that they have read Retrieve information from	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read	meaning of words that they have read Discussing words and phrases that capture the reader's	meaning of words that they have read Discussing words and phrases that capture the reader's	that capture the reader's interest and imagination Reading books that are structured in different ways and
	non-fiction	Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	Identifying themes and conventions in a wide range of books	Reading books that are structured in different ways and reading for a range of purposes	Reading books that are structured in different ways and reading for a range of purposes	reading for a range of purposes Identifying themes and conventions in a wide range of books
		Retrieve and record information from non-fiction	Retrieve and record information from non-fiction			Recognising some different forms of poetry and preparing poems and play scripts to read

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				Identifying themes and conventions in a wide range of books	Identifying themes and conventions in a wide range of books	aloud and to perform, showing understanding through intonation, tone, volume and action
				Recognising some different forms of poetry and preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and Retrieve and record information from non-fiction	Recognising some different forms of poetry and preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Retrieve and record information from non-fiction	Retrieve and record information from non-fiction
Compreh ension	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	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	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	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	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	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
	Predicting what might happen from details stated and implied Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Predicting what might happen from details stated and implied Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Predicting what might happen from details stated and implied and asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Predicting what might happen from details stated and implied and 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	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identifying how language, structure, and presentation contribute to meaning	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

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	their actions and justifier	their actions and justifier	Identifying how language	Identifying main ideas drawn	Identifying how language
	their actions, and justifying inferences with evidence	their actions, and justifying inferences with evidence	Identifying how language,		Identifying how language,
	inferences with evidence	inferences with evidence	structure, and presentation	from more than 1 paragraph	structure, and presentation
			contribute to meaning	and summarising these	contribute to meaning
			Identifying main ideas drawn		Identifying main ideas drawn
			from more than 1 paragraph		from more than 1 paragraph and
			and summarising these		summarising these
			and summarising these		summansing these
	1	1	1	l .	

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Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Apply their growing knowledg	ixes and and to read aloud the meaning meet
correspondences between spelling and sound, and where these occur in the word. correspondences between spelling and sound, and where these occur in the word. correspondences between spelling and sound, and where these occur in the word. spelling and sound, and where these occur in the word. spelling and sound, and where these occur in the word. spelling and sound, and where these occur in the word. spelling and sound, and where these occur in the word. spelling and sound, and where these occur in the word. spelling and sound, and where these occur in the word.	etween and where vord.
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. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Using dictionaries to check the meaning of words that they have read Retrieve and record information from non-fiction Retrieve and record information from non-fiction Recognising some different forms of poetry, and papes and goud and to perform, showing understanding through	e read to ey can read ing turns and chers say. cussing a n, poetry, nd reference and phrases ader's ation are ent ways and of purposes and de range of different d preparing d and to

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	T	T		T.,	T	Ι
		intonation, tone, volume and	understanding through	Identifying themes and	Identifying themes and	through intonation, tone,
		action	intonation, tone, volume and	conventions in a wide range of	conventions in a wide range of	volume and
				books	books	
		Retrieve and record	Retrieve and record			
		information from non-fiction	information from non-fiction	Retrieve and record information	Retrieve and record	Retrieve and record information
				from non-fiction	information from non-fiction	from non-fiction
				Trom non necion	intermediati irani nan nedan	Trom non necton
Compreh	Understand what they read, in	Understand what they read, in	Understand what they read, in	Understand what they read, in	Understand what they read, in	Understand what they read, in
-	books they can read	books they can read	books they can read	books they can read	books they can read	books they can read
ension	independently, by checking	independently, by checking	independently, by checking	independently, by checking that	independently, by checking that	independently, by checking that
	that the text makes sense to	that the text makes sense to	that the text makes sense to	the text makes sense to them,	the text makes sense to them,	the text makes sense to them,
	them, discussing their	them, discussing their	them, discussing their	discussing their understanding	discussing their understanding	discussing their understanding
	understanding and explaining	understanding and explaining	understanding and explaining	and explaining the meaning of	and explaining the meaning of	and explaining the meaning of
	the meaning of words in	the meaning of words in	the meaning of words in	words in context	words in context	words in context
	context	context	context	words in context	words in context	words in context
	context	context	context	La anna aire a bha in fa na ilianit ith	In any a single the sin familia vite contain	Increasing their familiarity with a
	Due dietie eb et esiebt been ee	In any a single the single and it is although to with	In annual cash air familiarit conta	Increasing their familiarity with	Increasing their familiarity with	· ·
	Predicting what might happen	Increasing their familiarity with	Increasing their familiarity with	a wide range of books, including	a wide range of books, including	wide range of books, including
	from details stated and implied	a wide range of books,	a wide range of books,	fairy stories, myths and legends,	fairy stories, myths and	fairy stories, myths and legends,
	Predicting what might happen	including fairy stories, myths	including fairy stories, myths	and retelling some of these	legends, and retelling some of	and retelling some of these
	from details stated and implied	and legends, and retelling	and legends, and retelling	orally	these orally	orally
	and asking questions to	some of these orally	some of these orally			
	improve their understanding of	Predicting what might happen	Predicting what might happen	Predicting what might happen	Drawing inferences such as	Drawing inferences such as
	a text	from details stated and implied	from details stated and implied	from details stated and implied	inferring characters' feelings,	inferring characters' feelings,
		and asking questions to	and asking questions to	and asking questions to improve	thoughts and motives from	thoughts and motives from their
	Drawing inferences such as	improve their understanding of	improve their understanding of	their understanding of a text	their actions, and justifying	actions, and justifying inferences
	inferring characters' feelings,	a text	a text		inferences with evidence	with evidence
	thoughts and motives from			Drawing inferences such as	Identifying how language,	
	their actions	Drawing inferences such as	Drawing inferences such as	inferring characters' feelings,	structure, and presentation	Identifying how language,
		inferring characters' feelings,	inferring characters' feelings,	thoughts and motives from their	contribute to meaning	structure, and presentation
		thoughts and motives from	thoughts and motives from	actions, and justifying	S S	contribute to meaning
		their actions, and justifying	their actions, and justifying	inferences with evidence	Identifying main ideas drawn	Identifying main ideas drawn
		inferences with evidence	inferences with evidence		from more than 1 paragraph	from more than 1 paragraph and
				Identifying how language,	and summarising these	summarising these
				structure, and presentation	and sammaning these	Sammariania triese
				contribute to meaning		
				continuate to meaning		
				Identifying main ideas drawn		
				from more than 1 paragraph		
				and summarising these		

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YEAR 5 Word Reading	Pupils should be taught to: 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.	Pupils should be taught to: 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.	Pupils should be taught to: 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.	Pupils should be taught to: 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.	Pupils should be taught to: 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.	Pupils should be taught to: 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.
Compreh ension	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:
	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks	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	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes	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	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	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	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	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	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	recommending books that they have read to their peers, giving reasons for their choices	recommending books that they have read to their peers, giving reasons for their choices	recommending books that they have read to their peers, giving reasons for their choices	recommending books that they have read to their peers, giving reasons for their choices	recommending books that they have read to their peers, giving reasons for their choices
	understand what they read by:	learning a wider range of poetry by heart	learning a wider range of poetry by heart	identifying and discussing themes and conventions in and across a wide range of writing	learning a wider range of poetry by heart preparing poems and plays to	identifying and discussing themes and conventions in and across a wide range of writing
	checking that the book makes sense to them, discussing their	preparing poems and plays to read aloud and to perform,	preparing poems and plays to read aloud and to perform,	making comparisons within and across books	read aloud and to perform, showing understanding through	making comparisons within and across books

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Reading Curriculum Map

understanding and exploring
the meaning of words in
context

asking questions to improve their understanding

predicting what might happen from details stated and implied

And:

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

provide reasoned justifications for their views.

showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

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

And:

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 showing understanding through intonation, tone and volume so that the meaning is clear to an audience

identifying and discussing themes and conventions in and across a wide range of writing

making comparisons within and across books

understand what they read by:

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

And:

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

participate in discussions about books that are read to

understand what they read by:

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

And:

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

intonation, tone and volume so that the meaning is clear to an audience

identifying and discussing themes and conventions in and across a wide range of writing

making comparisons within and across books

understand what they read by:

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

And:

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

understand what they read by:

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

And:

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

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					,
	provide reasoned justifications	them and those they can read	formal presentations and		presentations and debates,
	for their views.	for themselves, building on	debates, maintaining a focus on	participate in discussions about	maintaining a focus on the topic
		their own and others' ideas	the topic and using notes where	books that are read to them	and using notes where necessary
		and challenging views	necessary	and those they can read for	
		courteously	,	themselves, building on their	provide reasoned justifications
		,	provide reasoned justifications	own and others' ideas and	for their views.
		provide reasoned justifications	for their views.	challenging views courteously	
		for their views.			
				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	
				necessary	
				provide reasoned justifications	
				for their views.	
				for their views.	
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YEAR 6	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Word	apply their growing knowledge	apply their growing knowledge	apply their growing knowledge	apply their growing knowledge	apply their growing knowledge	apply their growing knowledge
	of root words, prefixes and	of root words, prefixes and	of root words, prefixes and	of root words, prefixes and	of root words, prefixes and	of root words, prefixes and
Reading	suffixes (morphology and	suffixes (morphology and	suffixes (morphology and	suffixes (morphology and	suffixes (morphology and	suffixes (morphology and
	etymology), as listed in English	etymology), as listed in English	etymology), as listed in English	etymology), as listed in English	etymology), as listed in English	etymology), as listed in English
	Appendix 1, both to read aloud	Appendix 1, both to read aloud	Appendix 1, both to read aloud	Appendix 1, both to read aloud	Appendix 1, both to read aloud	Appendix 1, both to read aloud
	and to understand the	and to understand the	and to understand the	and to understand the meaning	and to understand the meaning	and to understand the meaning
	meaning of new words that	meaning of new words that	meaning of new words that	of new words that they meet.	of new words that they meet.	of new words that they meet.
	they meet.	they meet.	they meet.			
Compreh	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
ension	maintain positive attitudes to	maintain positive attitudes to	maintain positive attitudes to	maintain positive attitudes to	maintain positive attitudes to	maintain positive attitudes to
	reading and understanding of	reading and understanding of	reading and understanding of	reading and understanding of	reading and understanding of	reading and understanding of
	what they read by:	what they read by:	what they read by:	what they read by:	what they read by:	what they read by:
	continuing to read and discuss an	continuing to read and discuss an	continuing to read and discuss an	continuing to read and discuss an	continuing to read and discuss an	continuing to read and discuss an
	increasingly wide range of	increasingly wide range of	increasingly wide range of	increasingly wide range of fiction,	increasingly wide range of fiction,	increasingly wide range of fiction,
	fiction, poetry, plays, non-fiction	fiction, poetry, plays, non-fiction	fiction, poetry, plays, non-fiction	poetry, plays, non-fiction and	poetry, plays, non-fiction and	poetry, plays, non-fiction and
	and reference books or	and reference books or	and reference books or	reference books or textbooks	reference books or textbooks	reference books or textbooks
	textbooks	textbooks	textbooks			
				reading books that are structured	reading books that are structured	reading books that are structured
	reading books that are	reading books that are	reading books that are	in different ways and reading for a	in different ways and reading for	in different ways and reading for a
	structured in different ways and reading for a range of purposes	structured in different ways and reading for a range of purposes	structured in different ways and reading for a range of purposes	range of purposes	a range of purposes	range of purposes
	reading for a range of purposes	reading for a range of purposes	reading for a range of purposes	increasing their familiarity with a	increasing their familiarity with a	increasing their familiarity with a
	increasing their familiarity with a	increasing their familiarity with a	increasing their familiarity with a	wide range of books, including	wide range of books, including	wide range of books, including
	wide range of books, including	wide range of books, including	wide range of books, including	myths, legends and traditional	myths, legends and traditional	myths, legends and traditional
	myths, legends and traditional	myths, legends and traditional	myths, legends and traditional	stories, modern fiction, fiction	stories, modern fiction, fiction	stories, modern fiction, fiction
	stories, modern fiction, fiction	stories, modern fiction, fiction	stories, modern fiction, fiction	from our literary heritage, and	from our literary heritage, and	from our literary heritage, and
	from our literary heritage, and	from our literary heritage, and	from our literary heritage, and	books from other cultures and	books from other cultures and	books from other cultures and
	books from other cultures and	books from other cultures and	books from other cultures and	traditions	traditions	traditions
	traditions	traditions	traditions			
	voca na na an dina ha aka that thay	voca na manadina ha aka that thay	vocamena andina haaka that thay	recommending books that they	recommending books that they	recommending books that they
	recommending books that they have read to their peers, giving	recommending books that they have read to their peers, giving	recommending books that they have read to their peers, giving	have read to their peers, giving reasons for their choices	have read to their peers, giving reasons for their choices	have read to their peers, giving reasons for their choices
	reasons for their choices	reasons for their choices	reasons for their choices	reasons for their choices	reasons for their choices	reasons for their choices
	. cases for their enoices	. casss for their enoices	. casss for their choices	identifying and discussing themes	identifying and discussing themes	identifying and discussing themes
	understand what they read by:	learning a wider range of poetry	learning a wider range of poetry	and conventions in and across a	and conventions in and across a	and conventions in and across a
		by heart	by heart	wide range of writing	wide range of writing	wide range of writing
	checking that the book makes					
	sense to them, discussing their	preparing poems and plays to	preparing poems and plays to	making comparisons within and	making comparisons within and	making comparisons within and
	understanding and exploring the	read aloud and to perform,	read aloud and to perform,	across books	across books	across books
	meaning of words in context	showing understanding through	showing understanding through			
		intonation, tone and volume so	intonation, tone and volume so	understand what they read by:	understand what they read by:	understand what they read by:
	<u> </u>	L	<u> </u>	L		<u> </u>

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Reading Curriculum Map

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,

And:

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

provide reasoned justifications for their views.

that the meaning is clear to an audience

understand what they read by:

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,

And:

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 that the meaning is clear to an audience

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maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.			provide reasoned justification for their views.	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	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.	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.	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.
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