

**Reading
Curriculum Map**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	<p>Range 4 Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeats and uses actions, words or phrases from familiar stories</p> <p>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</p> <p>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</p>	<p>Range 5 Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Looks at and enjoys print and digital books independently</p> <p>Begins to develop phonological and phonemic awareness</p> <p>– Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes</p>	<p>Range 5 Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Looks at and enjoys print and digital books independently</p> <p>Begins to develop phonological and phonemic awareness</p> <p>– 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</p>	<p>Range 5 Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Looks at and enjoys print and digital books independently</p> <p>Begins to develop phonological and phonemic awareness</p> <p>– 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</p>	<p>Range 5 Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Looks at and enjoys print and digital books independently</p> <p>Begins to develop phonological and phonemic awareness</p> <p>– 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</p>	<p>Range 5 Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Looks at and enjoys print and digital books independently</p> <p>Begins to develop phonological and phonemic awareness</p> <p>– 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</p>

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		- Claps or taps the syllables in words during sound play Hears and says the initial sound in words	- Claps or taps the syllables in words during sound play Hears and says the initial sound in words	Hears and says the initial sound in words	Hears and says the initial sound in words	Hears and says the initial sound in words
RECEPTION	<p>Range 5 Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Looks at and enjoys print and digital books independently</p> <p>Begins to develop phonological and phonemic awareness</p> <p>- Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes</p>	<p>Range 6 Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Range 6 Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p>	<p>Range 6 Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices</p> <p>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p> <p>Begins to develop phonological and phonemic awareness - Continues a rhyming string identifies alliteration</p> <p>Hears and says the initial sound in words</p>	<p>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</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices</p> <p>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p> <p>Begins to develop phonological and phonemic awareness - Continues a rhyming string identifies alliteration</p> <p>Hears and says the initial sound in words</p> <p>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</p>	<p>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</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>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</p> <p>Engages with books at a deeper level-drawing on phonic knowledge to decode words</p>	<p>ELG Say a sound for each letter of the alphabet</p> <p>Read words consistent with their phonic knowledge</p> <p>Read aloud simple sentences</p>

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	- Claps or taps the syllables in words during sound play Hears and says the initial sound in words			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		
YEAR 1 Word Reading	<p>Pupils should be taught to: apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p>	<p>Pupils should be taught to: apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them</p>	<p>Pupils should be taught to: apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the</p>	<p>Pupils should be taught to: apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>Pupils should be taught to: apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge</p>	<p>Pupils should be taught to: apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge</p>

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		to use other strategies to work out words	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	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	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.	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.
Comprehension	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>recognising and joining in with predictable phrases</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p>	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p>	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p>	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p>	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p>

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	<p>discussing the significance of the title and events</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>Begin to participate in some discussion about what is read to them and listening to what others say</p>	<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>Begin to participate in some discussion about what is read to them and listening to what others say</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>Begin to participate in some discussion about what is read to them and listening to what others say</p> <p>Begin to explain their understanding of what is read to them</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>
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YEAR 2						
	Word Reading	<p>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</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	<p>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</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	<p>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</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>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</p>	<p>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</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for</p>	<p>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</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising</p>

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			graphemes	graphemes. Read accurately words of two or more syllables that contain the same graphemes	alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes	
Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>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</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Discussing their favourite words and phrases</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>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</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Discussing their favourite words and phrases</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>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</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Discussing their favourite words and phrases</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>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</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Discussing their favourite words and phrases</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Discussing and clarifying the meanings of words, linking</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>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</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Discussing their favourite words and phrases</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Discussing and clarifying the meanings of words, linking new meanings to</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>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</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating</p>

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	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	to known vocabulary	new meanings to known vocabulary Being introduced to non-fiction books that are structured in different ways Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	known vocabulary Being introduced to non-fiction books that are structured in different ways	these and reciting some, with appropriate intonation to make the meaning clear
	Understand both the books that they can already read accurately and fluently and those that they listen to by: 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 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	Understand both the books that they can already read accurately and fluently and those that they listen to by: 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 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	Understand both the books that they can already read accurately and fluently and those that they listen to by: 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.	Understand both the books that they can already read accurately and fluently and those that they listen to by: 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.	Understand both the books that they can already read accurately and fluently and those that they listen to by: 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.	Understand both the books that they can already read accurately and fluently and those that they listen to by: 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.

**Reading
Curriculum Map**

	<p>and correcting inaccurate reading</p> <p>Answering questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>
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**Reading
Curriculum Map**

YEAR 3	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
Word Reading	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension	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 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. 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 Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	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 Identifying themes and conventions in a wide range of books	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 Discussing words and phrases that capture the reader's interest and imagination	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 Discussing words and phrases that capture the reader's interest and imagination	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 Discussing words and phrases that capture the reader's interest and imagination Reading books that are structured in different ways and reading for a range of purposes

**Reading
Curriculum Map**

		Retrieve and record information from non-fiction	Retrieve and record information from non-fiction	Reading books that are structured in different ways and reading for a range of purposes Identifying themes and conventions in a wide range of books Recognising some different forms of poetry and preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Retrieve and record information from non-fiction	Reading books that are structured in different ways and reading for a range of purposes Identifying themes and conventions in a wide range of books 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	Identifying themes and conventions in a wide range of books 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
Comprehension	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	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 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	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 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	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 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,	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 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	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 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

**Reading
Curriculum Map**

		<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these</p>	<p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these</p>	<p>actions, and justifying inferences with evidence</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these</p>
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**Reading
Curriculum Map**

YEAR 4	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
Word Reading	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension	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	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 Identifying themes and conventions in a wide range of books Recognising some different forms of poetry and preparing poems and play scripts to read	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 Identifying themes and conventions in a wide range of books	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 Discussing words and phrases that capture the reader's interest and imagination Reading books that are structured in different ways and reading for a range of purposes	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 Discussing words and phrases that capture the reader's interest and imagination Reading books that are structured in different ways and reading for a range of purposes	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 Discussing words and phrases that capture the reader's interest and imagination Reading books that are structured in different ways and reading for a range of purposes

**Reading
Curriculum Map**

		aloud and to perform, showing understanding through intonation, tone, volume and action Retrieve and record information from non-fiction	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	Identifying themes and conventions in a wide range of books Retrieve and record information from non-fiction	Identifying themes and conventions in a wide range of books Retrieve and record information from non-fiction	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
Comprehension	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 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	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 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	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 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	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 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 Identifying how language, structure, and presentation contribute to meaning	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 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 Identifying main ideas drawn from more than 1 paragraph and summarising these	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 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 Identifying main ideas drawn from more than 1 paragraph and summarising these

**Reading
Curriculum Map**

				Identifying main ideas drawn from more than 1 paragraph and summarising these		
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.
Comprehension	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>learning a wider range of poetry by heart</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p>

**Reading
Curriculum Map**

	<p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>predicting what might happen from details stated and implied</p> <p>And: distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>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</p> <p>provide reasoned justifications for their views.</p>	<p>learning a wider range of poetry by heart</p> <p>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</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>And: distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on</p>	<p>learning a wider range of poetry by heart</p> <p>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</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>And: distinguish between statements of fact and opinion</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>And: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their</p>	<p>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</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>And: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>And: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their</p>
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**Reading
Curriculum Map**

		<p>their own and others' ideas and challenging views courteously</p> <p>provide reasoned justifications for their views.</p>	<p>retrieve, record and present information from non-fiction</p> <p>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</p> <p>provide reasoned justifications for their views.</p>	<p>own and others' ideas and challenging views courteously</p> <p>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</p> <p>provide reasoned justifications for their views.</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>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</p> <p>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</p> <p>provide reasoned justifications for their views.</p>	<p>own and others' ideas and challenging views courteously</p> <p>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</p> <p>provide reasoned justifications for their views.</p>
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**Reading
Curriculum Map**

YEAR 6 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.
Comprehension	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>learning a wider range of poetry by heart</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>learning a wider range of poetry by heart</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p>

**Reading
Curriculum Map**

	<p>understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph,</p> <p>And: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>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</p> <p>provide reasoned justifications for their views.</p>	<p>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</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph,</p> <p>And: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for</p>	<p>preparing poems and plays to read aloud and to perform, showing understanding 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**Reading
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