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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
rhyme: Repeat or phra Fills in phrase or gam sat on familia popula print o Enjoys activity instrur songs, beat ai	ome favourite stories, es, songs, poems or jingles ats and uses actions, words rases from familiar stories in the missing word or e in a known rhyme, story me, e.g. Humpty Dumpty in a Begins to recognise ar logos from children's ar culture, commercial or icons for apps s rhythmic and musical ty with percussion iments, actions, rhymes and clapping along with the and joining in with words of ar songs and nursery	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	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	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	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	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

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		- Claps or taps the syllables in words during sound play	- 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	Hears and says the initial sound in words			
RECEPTION	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	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 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	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	ELG Say a sound for each letter of the alphabet Read words consistent with their phonic knowledge Read aloud simple sentences

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	- Claps or taps the syllables in			alphabet - Begins to link sounds to		
	words during sound play			some frequently used digraphs,		
				e.g. sh, th, ee		
	Hears and says the initial sound			Is able to recall and discuss stories		
	in words			or information that has been read		
				to them, or they have read		
				themselves		
YEAR 1	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:
	apply phonic knowledge and	apply phonic knowledge and	apply phonic knowledge and	apply phonic knowledge and	apply phonic knowledge and	apply phonic knowledge and
	skills as the route to decode	skills as the route to decode	skills as the route to decode	skills as the route to decode	skills as the route to decode	skills as the route to decode
Word	words	words	words	words	words	words
Reading						
	respond speedily with the	respond speedily with the	respond speedily with the	respond speedily with the	respond speedily with the	respond speedily with the
	correct sound to graphemes	correct sound to graphemes	correct sound to graphemes	correct sound to graphemes	correct sound to graphemes	correct sound to graphemes
	(letters or groups of letters) for	(letters or groups of letters) for	(letters or groups of letters) for	(letters or groups of letters) for	(letters or groups of letters) for	(letters or groups of letters) for
	all 40+ phonemes, including,	all 40+ phonemes, including,	all 40+ phonemes, including,	all 40+ phonemes, including,	all 40+ phonemes, including,	all 40+ phonemes, including,
	where applicable, alternative	where applicable, alternative	where applicable, alternative	where applicable, alternative	where applicable, alternative	where applicable, alternative
		* * * * * * * * * * * * * * * * * * * *				
	sounds for graphemes	sounds for graphemes	sounds for graphemes	sounds for graphemes	sounds for graphemes	sounds for graphemes
	read accurately by blending	road accurately by blanding	read accurately by blending	read accurately by blending	read accurately by blending	road accurately by blanding
	. ,	read accurately by blending	, ,			read accurately by blending
	sounds in unfamiliar words	sounds in unfamiliar words	sounds in unfamiliar words	sounds in unfamiliar words	sounds in unfamiliar words	sounds in unfamiliar words
	containing GPCs that have	containing GPCs that have	containing GPCs that have	containing GPCs that have been	containing GPCs that have been	containing GPCs that have been
	been taught	been taught	been taught	taught	taught	taught
					read common exception words,	read common exception words,
	read common exception	read common exception	read common exception	read common exception words,	noting unusual	noting unusual correspondences
	words, noting unusual	words, noting unusual	words, noting unusual	noting unusual correspondences	correspondences between	between spelling and sound and
	correspondences between	correspondences between	correspondences between	between spelling and sound and	spelling and sound and where	where these occur in the word
	spelling and sound and where	spelling and sound and where	spelling and sound and where	where these occur in the word	these occur in the word	
	these occur in the word	these occur in the word	these occur in the word			read words containing taught
				read words containing taught	read words containing taught	GPCs and -s, -es, -ing, -ed, -er
	read words containing taught	read words containing taught	read words containing taught	GPCs and -s, -es, -ing, -ed, -er	GPCs and –s, –es, –ing, –ed, –er	and –est endings
	GPCs and –s, –es, –ing, –ed, –	GPCs and –s, –es, –ing, –ed, –	GPCs and -s, -es, -ing, -ed, -	and –est endings	and –est endings	
	er and –est endings	er and –est endings	er and –est endings		read other words of more than	read other words of more than
				read other words of more than	one syllable that contain taught	one syllable that contain taught
		read other words of more than	read other words of more than	one syllable that contain taught	GPCs	GPCs
		one syllable that contain	one syllable that contain	GPCs	read words with contractions	
		taught GPCs	taught GPCs	0.03	[for example, I'm, I'll, we'll], and	read words with contractions
		taught GFCs	taught GFCs	read words with contractions	understand that the apostrophe	[for example, I'm, I'll, we'll], and
		road aloud accurately be alia	read words with contractions		represents the omitted letter(s)	understand that the apostrophe
		read aloud accurately books		[for example, I'm, I'll, we'll], and	Tapicoonia and officea feeter(5)	represents the omitted letter(s)
		that are consistent with their	[for example, I'm, I'll, we'll],	understand that the apostrophe	read aloud accurately books	read aloud accurately books that
		developing phonic knowledge	and understand that the	represents the omitted letter(s)	that are consistent with their	are consistent with their
		and that do not require them				developing phonic knowledge
					developing phonic knowledge	developing priorite knowledge

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		to use other strategies to work	apostrophe represents the	read aloud accurately books	and that do not require them to	and that do not require them to
		out words	omitted letter(s)	that are consistent with their	use other strategies to work out	use other strategies to work out
			read aloud accurately books	developing phonic knowledge	words	words
			that are consistent with their	and that do not require them to	re-read these books to build up	re-read these books to build up
			developing phonic knowledge	use other strategies to work out	their fluency and confidence in	their fluency and confidence in
			and that do not require them	words	word reading.	word reading.
			to use other strategies to work		_	word reading.
			out words			
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						
Cilolott	Develop pleasure in reading,	Develop pleasure in reading,	Develop pleasure in reading,	Develop pleasure in reading,	Develop pleasure in reading,	Develop pleasure in reading,
	motivation to read,	motivation to read,	motivation to read,	motivation to read, vocabulary	motivation to read, vocabulary	motivation to read, vocabulary
	vocabulary and understanding	vocabulary and understanding	vocabulary and understanding	and understanding by:	and understanding by:	and understanding by:
	by:	by:	by:			
				listening to and discussing a	listening to and discussing a	listening to and discussing a wide
	listening to and discussing a	listening to and discussing a	listening to and discussing a	wide range of poems, stories	wide range of poems, stories	range of poems, stories and non-
	wide range of poems, stories	wide range of poems, stories	wide range of poems, stories	and non-fiction at a level	and non-fiction at a level	fiction at a level beyond that at
	and non-fiction at a level	and non-fiction at a level	and non-fiction at a level	beyond that at which they can	beyond that at which they can	which they can read
	beyond that at which they can	beyond that at which they can	beyond that at which they can	read independently	read independently	independently
	read independently	read independently	read independently			
				being encouraged to link what	being encouraged to link what	being encouraged to link what
	being encouraged to link what	being encouraged to link what	being encouraged to link what	they read or hear read to their	they read or hear read to their	they read or hear read to their
	they read or hear read to their	they read or hear read to their	they read or hear read to their	own experiences	own experiences	own experiences
	own experiences	own experiences	own experiences			
				becoming very familiar with key	becoming very familiar with key	becoming very familiar with key
	recognising and joining in with	becoming very familiar with	becoming very familiar with	stories, fairy stories and	stories, fairy stories and	stories, fairy stories and
	predictable phrases	key stories, fairy stories and	key stories, fairy stories and	traditional tales, retelling them	traditional tales, retelling them	traditional tales, retelling them
		traditional tales, retelling them	traditional tales, retelling them	and considering their particular	and considering their particular	and considering their particular
	discussing word meanings,	and considering their	and considering their	characteristics	characteristics	characteristics
	linking new meanings to those	particular characteristics	particular characteristics			
	already known			recognising and joining in with	recognising and joining in with	recognising and joining in with
		recognising and joining in with	recognising and joining in with	predictable phrases	predictable phrases	predictable phrases
		predictable phrases	predictable phrases			
	Understand both the books			learning to appreciate rhymes	learning to appreciate rhymes	learning to appreciate rhymes
	they can already read	discussing word meanings,	learning to appreciate rhymes	and poems, and to recite some	and poems, and to recite some	and poems, and to recite some
	accurately and fluently and	linking new meanings to those	and poems, and to recite some	by heart	by heart	by heart
	those they listen to by:	already known	by heart			
				discussing word meanings,	discussing word meanings,	discussing word meanings,
	drawing on what they already	Understand both the books		linking new meanings to those	linking new meanings to those	linking new meanings to those
	know or on background	they can already read	discussing word meanings,	already known	already known	already known
	information and vocabulary	accurately and fluently and	linking new meanings to those			
	provided by the teacher	those they listen to by:	already known			

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diamenta the similine as of	describes an orbest the confuse of	Understand both the books	Understand both the books	Understand both the books	Understand both the books they
discussing the significance of the title and events	drawing on what they already know or on background	they can already read	they can already read accurately and fluently and	they can already read accurately and fluently and	can already read accurately and fluently and those they listen to
the title and events	information and vocabulary	accurately and fluently and	those they listen to by:	those they listen to by:	by:
predicting what might happen	provided by the teacher	those they listen to by:	those they listen to by:	those they haten to by:	
on the basis of what has been	,	, ,	drawing on what they already	drawing on what they already	drawing on what they already
read so far	checking that the text makes	drawing on what they already	know or on background	know or on background	know or on background
	sense to them as they read	know or on background	information and vocabulary	information and vocabulary	information and vocabulary
Begin to participate in some	and correcting inaccurate	information and vocabulary	provided by the teacher	provided by the teacher	provided by the teacher
discussion about what is read	reading	provided by the teacher	shoot to the the test seek as	about the the table to the	also al Constitue the standard and a
to them and listening to what others say	discussing the significance of	checking that the text makes	checking that the text makes sense to them as they read and	checking that the text makes sense to them as they read and	checking that the text makes sense to them as they read and
Others say	the title and events	sense to them as they read	correcting inaccurate reading	correcting inaccurate reading	correcting inaccurate reading
	the title and events	and correcting inaccurate	correcting inaccurate reading	correcting inaccurate reading	correcting indecarate reading
	predicting what might happen	reading	discussing the significance of	discussing the significance of	discussing the significance of the
	on the basis of what has been		the title and events	the title and events	title and events
	read so far	discussing the significance of			
		the title and events	making inferences on the basis	making inferences on the basis	making inferences on the basis
	Begin to participate in some	and the telephone and the best	of what is being said and done	of what is being said and done	of what is being said and done
	discussion about what is read to them and listening to what	making inferences on the basis of what is being said and done	predicting what might happen	predicting what might happen	predicting what might happen
	others say	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
	outers say	predicting what might happen	read so far	read so far	read so far
		on the basis of what has been			
		read so far	participate in discussion about	participate in discussion about	participate in discussion about
			what is read to them, taking	what is read to them, taking	what is read to them, taking
		Begin to participate in some	turns and listening to what	turns and listening to what	turns and listening to what
		discussion about what is read	others say	others say	others say
		to them and listening to what others say	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
		Begin to explain their	them.	to them.	them.
		understanding of what is read			
		to them			
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	1	T	T	T	T	
YEAR 2	Pupils should be taught to:					
	continue to apply phonic					
Word	knowledge and skills as the route to decode words until	knowledge and skills as the route to decode words until	knowledge and skills as the route to decode words until	knowledge and skills as the route to decode words until	knowledge and skills as the route to decode words until	knowledge and skills as the route to decode words until
Reading	automatic decoding has					
	become embedded and					
	reading is fluent					
	Read aloud books closely	Read aloud books closely	Read aloud books closely		Read most words quickly	Read most words quickly
	matched to their improving	matched to their improving	matched to their improving	Read aloud books closely	and accurately, without overt	and accurately, without overt
	phonic knowledge, sounding	phonic knowledge, sounding	phonic knowledge, sounding	matched to their improving	sounding and blending, when	sounding and blending, when
	out unfamiliar words accurately, automatically	out unfamiliar words accurately, automatically	out unfamiliar words accurately, automatically	phonic knowledge, sounding out unfamiliar words	they have been frequently encountered	they have been frequently encountered
	and without undue	and without undue	and without undue	accurately, automatically	encountered	encountered
	hesitation	hesitation	hesitation	and without undue	Read aloud books closely	Read aloud books closely
				hesitation	matched to their improving	matched to their improving
	Re-read these books to build	Re-read these books to build	Re-read these books to build	De conduit con la colonia la del	phonic knowledge, sounding	phonic knowledge, sounding
	up their fluency and confidence in word reading.	up their fluency and confidence in word reading.	up their fluency and confidence in word reading.	Re-read these books to build up their fluency and	out unfamiliar words accurately, automatically	out unfamiliar words accurately, automatically
	comidence in word reading.	confidence in word reading.	confidence in word reading.	confidence in word reading.	and without undue	and without undue
	Read accurately by blending		Read further common	, , , , , , , , , , , , , , , , , , ,	hesitation	hesitation
	the sounds in words that	Read further common	exception words, noting	Read words containing common		
	contain the graphemes	exception words, noting	unusual correspondences	suffixes	Read words containing common	Read words containing common
	taught so far, especially recognising	unusual correspondences between spelling and sound	between spelling and sound and where these occur in the	Read further common	suffixes	suffixes
	alternative sounds for	and where these occur in the	word	exception words, noting	Read further common	Read further common
	graphemes	word		unusual correspondences	exception words, noting	exception words, noting
				between spelling and sound	unusual correspondences	unusual correspondences
		Read accurately by blending the sounds in words that	Read accurately by blending	and where these occur in the word	between spelling and sound and where these occur in the	between spelling and sound and where these occur in the
		contain the graphemes taught	the sounds in words that contain the graphemes taught	Word	word	word
		so far, especially recognising	so far, especially recognising	Read accurately by blending		
		alternative sounds for	alternative sounds for	the sounds in words that	Read accurately by blending	
		graphemes	graphemes. Read accurately	contain the graphemes taught	the sounds in words that	
			words of two or more syllables that contain the same	so far, especially recognising alternative sounds for	contain the graphemes taught	
			Syliables that contain the same	alternative sounds for	so far, especially recognising	

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			graphemes	graphemes. Read accurately	alternative sounds for	
				words of two or more	graphemes. Read accurately	
				syllables that contain the same	words of two or more	
				graphemes	syllables that contain the same	
					graphemes	
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,
CHSIOH	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
	macpenaentry	macpendentry	are related	related	related	traditional tales
	Discussing the	Discussing the	are related	related	related	traditional tales
	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 structured
	of information	of information	and pinases	and pinuses	and pinases	in different ways
	are related	are related			Becoming increasingly	in different ways
	are related	are related	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 new
	and phrases	and phrases	stories and	range of stories,	fairy stories and	meanings to
	and pinases	and pinases		fairy stories and	traditional tales	•
	December of the state of the st		poetry	·	traditional tales	known vocabulary
	Recognising simple	December of the strength	D'	traditional tales	Bissonia sa d	
	recurring literary	Recognising simple	Discussing and	Dissussing and	Discussing and	
	language in	recurring literary	clarifying the	Discussing and	clarifying the	Cartin in to be 11.1
	stories and	language in	meanings of	clarifying the	meanings of	Continuing to build up a
	poetry	stories and	words, linking	meanings of	words, linking	repertoire of
		poetry	new meanings	words, linking	new meanings to	poems learnt by
						heart, appreciating

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Discussing and	Discussing and	to known	new meanings to	known	these and reciting
clarifying the	clarifying the	vocabulary	known vocabulary	vocabulary	some, with
meanings of	meanings of	vocabalal y	Kilowii vocabalary	vocasaiary	appropriate
words, linking	words, linking			Being introduced to	intonation to
new meanings	new meanings		Being introduced to	non-fiction books	make the meaning
to known	to known		non-fiction books	that are	clear
vocabulary	vocabulary		that are	structured in	cicai
Vocabulary	Vocabulary		structured in	different ways	
	Continuing to build up		different ways	unierent ways	
	a repertoire of		different ways		
	poems learnt by		Continuing to build up		
	heart,		a repertoire of		
	appreciating		poems learnt by		
	these and		heart,		
	reciting some,		appreciating		
	with appropriate		these and reciting		
	intonation to		some, with		
	make the		appropriate		
	meaning clear		intonation to		
	meaning clear		make the		
			meaning clear		
			ineaning 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
provided by the teacher	provided by the teather	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.	that they read for themselves.	that they read for themselves.	they read for themselves.
sense to them as they read	sense to them as they read	diciliseives.			
Sense to them as they redu	sense to them as they redu				

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

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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.
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

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		Retrieve and record	Retrieve and record	Reading books that are	Reading books that are	Identifying themes and
		information from non-fiction	information from non-fiction	structured in different ways and	structured in different ways and	conventions in a wide range of
				reading for a range of purposes	reading for a range of purposes	books
				Identifying themes and	Identifying themes and	Recognising some different
				conventions in a wide range of	conventions in a wide range of	forms of poetry and preparing
				books	books	poems and play scripts to read
				books	DOOKS	aloud and to perform, showing
						understanding through
				Recognising some different	Recognising some different	5 5
				forms of poetry and preparing	forms of poetry and preparing	intonation, tone, volume and
				poems to read aloud and to	poems and play scripts to read	action
				perform, showing	aloud and to perform, showing	
				understanding through	understanding through	
				intonation, tone, volume and	intonation, tone, volume and	Retrieve and record information
					action	from non-fiction
				Retrieve and record information		
				from non-fiction	Datrious and record	
				from non-fiction	Retrieve and record	
	Hadasala da babilia a sad ta	Hadasala da babilia a sad ta	the decree of the ball of the decree of the	the decorate and a feet the consent of	information from non-fiction	Hadasalaada baldhaasaada
	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
Compreh	independently, by checking	independently, by checking	independently, by checking	independently, by checking that	independently, by checking that	independently, by checking that
ension	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,
ension	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			
				Increasing their familiarity with	Increasing their familiarity with	
		Increasing their familiarity with		a wide range of books, including	a wide range of books, including	Increasing their familiarity with a
	Predicting what might happen	a wide range of books,	Increasing their familiarity with	fairy stories, myths and legends,	fairy stories, myths and	wide range of books, including
	from details stated and implied	including fairy stories, myths	a wide range of books,	and retelling some of these	legends, and retelling some of	fairy stories, myths and legends,
		and legends, and retelling	including fairy stories, myths	orally	these orally	and retelling some of these
	Asking questions to improve	some of these orally	and legends, and retelling			orally
	their understanding of a text		some of these orally	Predicting what might happen	Drawing inferences such as	
	their understanding of a text	Predicting what might happen		from details stated and implied	inferring characters' feelings,	
		from details stated and implied	Predicting what might happen	and asking questions to improve	thoughts and motives from	
	Drawing inferences such as	nom details stated and implied	from details stated and implied	9 .	their actions, and justifying	
	inferring characters' feelings,			their understanding of a text	inferences with evidence	Drawing inferences such as
	thoughts and motives from	Asking questions to improve	and asking questions to		interences with evidence	inferring characters' feelings,
	their actions	their understanding of a text		Drawing inferences such as		thoughts and motives from their
				inferring characters' feelings,		
		l				

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1	Durania diafanana ana anala di	tanana a khata malamka a di f	the combine and mations for a 19 of	Identifica have been	antique and institution information
	Drawing inferences such as	improve their understanding of	thoughts and motives from their	Identifying how language,	actions, and justifying inferences
	inferring characters' feelings,	a text	actions, and justifying	structure, and presentation	with evidence
	thoughts and motives from		inferences with evidence	contribute to meaning	
	their actions, and justifying	Drawing inferences such as			Identifying how language,
	inferences with evidence	inferring characters' feelings,	Identifying how language,	Identifying main ideas drawn	structure, and presentation
		thoughts and motives from	structure, and presentation	from more than 1 paragraph	contribute to meaning
		their actions, and justifying	contribute to meaning	and summarising these	contribute to meaning
		inferences with evidence	contribute to meaning	and summansing these	
		interences with evidence			Identifying main ideas drawn
			Identifying main ideas drawn		from more than 1 paragraph and
			from more than 1 paragraph		summarising these
			and summarising these		
			S		

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YEA		Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud
Read	ding	aloud and to understand the meaning of new words they meet	aloud and to understand the meaning of new words they meet	aloud and to understand the meaning of new words they meet	and to understand the meaning of new words they meet	and to understand the meaning of new words they meet	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.	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.
Comp	-	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.	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 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	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
		Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they	Using dictionaries to check the meaning of words that they have read Discussing words and phrases	Using dictionaries to check the meaning of words that they have read Discussing words and phrases	Discussing words and phrases that capture the reader's interest and imagination Reading books that are
		Retrieve and record information from non-fiction	Identifying themes and conventions in a wide range of books	have read Identifying themes and conventions in a wide range of books	that capture the reader's interest and imagination Reading books that are structured in different ways and	that capture the reader's interest and imagination Reading books that are structured in different ways and	structured in different ways and reading for a range of purposes Identifying themes and conventions in a wide range of
			Recognising some different forms of poetry and preparing poems and play scripts to read		reading for a range of purposes	reading for a range of purposes	books

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			<u></u>	<u></u>	<u></u>	,
		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
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 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

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				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.
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 learning a wider range of poetry by heart	recommending books that they have read to their peers, giving reasons for their choices

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Reading Curriculum Map

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

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.

learning a wider range of poetry by heart

preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

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 learning a wider range of poetry by heart

preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

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 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

participate in discussions about books that are read to them and those they can read for themselves, building on their 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

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

audience

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 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

participate in discussions about books that are read to them and those they can read for themselves, building on their

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	their own and others' ideas	retrieve, record and present	own and others' ideas and	distinguish between statements	own and others' ideas and
	and challenging views	information from non-fiction	challenging views courteously	of fact and opinion	challenging views courteously
	courteously			-	
	<u> </u>	participate in discussions	explain and discuss their	retrieve, record and present	explain and discuss their
	provide reasoned justifications	about books that are read to	understanding of what they	information from non-fiction	understanding of what they have
	for their views.	them and those they can read	have read, including through		read, including through formal
		for themselves, building on	formal presentations and	participate in discussions about	presentations and debates,
		their own and others' ideas	debates, maintaining a focus on	books that are read to them	maintaining a focus on the topic
		and challenging views	the topic and using notes where	and those they can read for	and using notes where necessary
		courteously	necessary	themselves, building on their	and daing notes where necessary
		courteously	Hecessary	own and others' ideas and	provide reasoned justifications
					for their views.
		provide reasoned justifications	provide reasoned justifications	challenging views courteously	for their views.
		for their views.	for their views.	and the said discuss that	
				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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YEAR 6	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			
	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			
	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. Pupils should be taught to:	they meet. Pupils should be taught to:	they meet. Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Compreh	maintain positive attitudes to	maintain positive attitudes to	maintain positive attitudes to			
ension	reading and understanding of	reading and understanding of	reading and understanding of			
	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			
	increasingly wide range of fiction, poetry, plays, non-fiction	increasingly wide range of fiction, poetry, plays, non-fiction	increasingly wide range of fiction, poetry, plays, non-fiction	increasingly wide range of fiction, poetry, plays, non-fiction and	increasingly wide range of fiction, poetry, plays, non-fiction and	increasingly wide range of fiction, 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	structured in different ways and	structured in different ways and	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 books from other cultures and	from our literary heritage, and books from other cultures and	from our literary heritage, and books from other cultures and	books from other cultures and traditions	books from other cultures and traditions	books from other cultures and traditions
	traditions	traditions	traditions	traditions	traditions	traditions
	traditions	traditions	traditions.	recommending books that they	recommending books that they	recommending books that they
	recommending books that they	recommending books that they	recommending books that they	have read to their peers, giving	have read to their peers, giving	have read to their peers, giving
	have read to their peers, giving	have read to their peers, giving	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			
	understand what they read by:	learning a wider range of poetry	learning a wider range of poetry	identifying and discussing themes and conventions in and across a	identifying and discussing themes and conventions in and across a	identifying and discussing themes and conventions in and across a
	uniderstand what they read by:	by heart	by heart	wide range of writing	wide range of writing	wide range of writing
	checking that the book makes	2,	2,		The control of whiteling	
	sense to them, discussing their					

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Reading Curriculum Map

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

provide reasoned justifications for their views.

preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

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summarising the main ideas drawn from more than one paragraph,

identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning

And:

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

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

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participate in discussions about books that are read to them and

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	themselves, building on their	retrieve, record and present	participate in discussions about	participate in discussions about	those they can read for
	own and others' ideas and	information from non-fiction	books that are read to them and	books that are read to them and	themselves, building on their own
	challenging views courteously		those they can read for	those they can read for	and others' ideas and challenging
		participate in discussions about	themselves, building on their own	themselves, building on their own	views courteously
	provide reasoned justifications	books that are read to them and	and others' ideas and challenging	and others' ideas and challenging	
	for their views.	those they can read for	views courteously	views courteously	explain and discuss their
		themselves, building on their	•	,	understanding of what they have
		own and others' ideas and	explain and discuss their	explain and discuss their	read, including through formal
		challenging views courteously	understanding of what they have	understanding of what they have	presentations and debates,
		,	read, including through formal	read, including through formal	maintaining a focus on the topic
		explain and discuss their	presentations and debates,	presentations and debates,	and using notes where necessary
		understanding of what they have	maintaining a focus on the topic	maintaining a focus on the topic	,
		read, including through formal	and using notes where necessary	and using notes where necessary	provide reasoned justifications for
		presentations and debates,	,	,	their views.
		maintaining a focus on the topic	provide reasoned justifications for	provide reasoned justifications for	
		and using notes where necessary	their views.	their views.	
		The same of the sa			
		provide reasoned justifications			
		for their views.			
		TOT CHEN VIEWS.			