

St Johns Whole School Curriculum Reading Skills Map 2023-24

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| Reading Focus/ Correlating Step | EYFS  3-4 years  Reception  ELG | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Topic | Let’s Explore  Once Upon a Time  Starry Night  Dangerous Dinosaurs  Sunshine and Sunflowers  On the Beach | Childhood  Bright Lights, Big City  School Days | Movers and Shakers  Coastline  Magnificent Monarchs | Through the Ages  Rocks, Relics and Rumbles  Emperors and Empires | Invasion  Misty Mountains, Winding Rivers  Ancient Civilisations | Dynamic Dynasties  Sow, Grow and Farm  Ground Breaking Greeks | Maafa  Frozen Kingdoms  Britain at War |
| Core Texts | Where the Wild Things are  What to do with a box  There is no Dragon in this Story  Little Glow  The Way Back Home  The Big Freeze  The Girl and the Dinosaur  Pudding  The Little Gardener  Little Echo  The Sea-Saw  Up and Down/What makes me a me? | Wilfred Gordon McDonald Partridge – Mem Fox  Topsy and Tim Visit London – Jean and Gareth Adamson  Whiffy Wilson: The Wolf who couldn’t go to school – Caryl Hart | Rosa Park (Little People, Big Dreams) – Lisbeth Kaiser  Katie Morag and the New Pier – Mairi Hedderwick  Queen Victoria’s Bathing Machine – Gloria Whelan | Stig of the Dump – Clive King  The Firework Makers Daughter – Phillip Pullman  Roman Tales: The Goose Guards – Terry Deary | The Saga of Erik the Viking – Terry Jones  King of the Cloud Forests – Michael Morpurgo  Secrets of a Sun King – Emma Carroll | Bronze and Sunflower – Cao Wenxuan  The Secret Garden – Frances Hodgson Burnett  Who Let the Gods Out? – Maz Evans | Freedom – Catherine Johnson  The Wolf Wilder – Katherine Rundell  The Wolf Wilder – Katherine Rundell  Goodnight Mister Tom – Michelle Magorian |
| English Genres |  | Stories with Repeating Patterns (Julia Donaldson)  Instructions  Recount  Letter  Acrostics  Traditional Tales  Science Recount  Non-Chronological  Calligrams  Stories with Repeating Patterns  Contemporary Fiction  Instructions  Explanations  Non-Chronological Report (Seasons)  Riddle | Narrative  Traditional Tales  Recount/Diary  Instructions  Non-Chronological Report  Setting Description  Narrative  Persuasion  Recount/PostcardHaiku  Extended narrative with dialogue  Biography  Explanation  Free verse | Setting Desription  Recount – Letter  Explanation  Clerihew  Character Description  Biographhy – Roald Dahl  Instructions  Limericks  Playscripts  Extended narrative-fairy tale  Persuasion  Free Verse | Extended story-Viking  Report  Explanation  Kennings  Playscript  Settings-Arctic  Recount  Tetracyts  Character Description  Persuasion  Discussion  Free Vers | Stories from other Cultures  Persuasion  Non-Chronological Report  Senryu  Adventure Story  Newspaper report  Discussion  Renga  Historical Fiction  Explantion  Instructions  Narrative Poetry | Short Fiction  Recount Diary  Instructional  Historical Poetry  Setting Description  Stories from other Cultures  Persuasion  Explanation  Poetry.  Extended story writing  Newspaper report-Non-Chronological  Biography  Free Verse |
| Step 2 & Individual Reading  Decoding | To develop their phonological awareness, so that they can:   * spot and suggest rhymes * count or clap syllables in words * recognise words with the same initial sound, such as money and mother   To read individual letters by saying the sounds for them.  To blend sounds into words, so that they can read short words made up of letter-sound correspondences.  To read some letter groups that each represent one sound and say sounds for them.  To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  To say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  To read aloud simple sentences and books that are consistent with their phonic knowledge. | To apply phonic knowledge and skills as the route to decode words.  To blend sounds in unfamiliar words using the GPCs that they have been taught.  To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.  To read words containing taught GPCs.  To read words of more than one syllable that contain taught GPC’s.  To read words containing -s, -es, -ing,  -ed and -est endings.  To read words with contractions, e.g. I’m, I’ll and we’ll. | To continue to apply phonic knowledge and skills as the route to decode words until automatic  decoding has become embedded and reading is fluent.  To read accurately by blending the sounds in words that contain the graphemes taught so far,  especially recognising alternative sounds for graphemes.  To accurately read most words of two or more syllables.  To read most words containing common suffixes.\* | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  To apply growing knowledge of root words and prefixes, including  in-, im-, il-, ir-, dis-, mis-,  un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.\*  To apply their growing knowledge of root words and suffixes/word endings, including -ation,  -ly, -ous, -ture, -sure, -sion,  -tion, -ssion and -cian, to begin to read aloud.\* | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.\* | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including  -sion, -tion, -cial, -tial,-ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly,  To read aloud fluently.\* | To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes,  suffixes/word endings\* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including  -sion, -tion, -cial, -tial,  -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly,  To read aloud fluently.\* |
| Common Exception Words | To read a few common exception words matched to the school’s phonic programme.  To read some common irregular words. | To read Year 1 common exception words, noting unusual correspondences between spelling and sound where these occur in words. | To read Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound where these occur in words. | To begin to read Year 3/Year 4 common exception (Statutory) word lists. | To read all Year 3/ Year 4 exception words, discussing the unusual correspondences between spelling and where these occur in the word. | To read most Year 5/ Year 6 exception words, discussing the unusual correspondences between spelling and where these occur in the word. | To read all Year 5/ Year 6 exception words, discussing the unusual correspondences between spelling and where these occur in the word. |
| Step 1  Activate and Build Background Knowledge | Various exciting and stimulating activities to launch the text.  Eg.What’s in the box? Walk, game, circle time, jigsaw, clip, food tasting etc | | | | | | |
| Step 2  Range of reading | To engage in story-times.  To read sentences made up of words with taught sounds and common exception words. (LIT)  To listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)  To use non-fiction books to develop new knowledge and vocabulary (C&L) | To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | To listen to, discuss and express 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. | To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways.  To read for a range of purposes. | To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways.  To read for a range of purposes | To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways.  To read for a range of purposes.  To make comparisons within and across books. | To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways.  To read for a range of purposes.  To make comparisons within and across books. |
| Step 3  Fluency | To understand the five key concepts about print:   * print has meaning * the names of different parts of a book * print can have different purposes * page sequencing * we read English text from left to right and from top to bottom   To blend sounds into words, so that they can read short words made up of letter-sound correspondences.  To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  To re-read texts to build up fluency and confidence in word reading. | To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.  To reread these books to build up fluency and confidence in word reading.  To read words accurately and fluently without overt sounding out and blending (e.g. at over 90 words per minute in age appropriate texts). | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.  Any focus on word reading should support the development of vocabulary.  Children requiring fluency development will be receiving it through Phonic support and Switched on reading. | | | |
| Step 3  Word meanings | To talk about elements of a topic using newly introduced vocabulary (C&L) | To discuss word meanings and link new meanings to words already known. | To discuss and clarify the meanings of words and link new meanings to known vocabulary.  To discuss their favourite words and phrases. | To use dictionaries to check the meaning of words that they have read. | To use dictionaries to check the meaning of words that they have read. | To use dictionaries to check the meaning of words that they have read. | To use dictionaries to check the meaning of words that they have read. |
| Step 3  Understanding and Correcting Inaccuracies | To enjoy listening to longer stories and can remember much of what happens.  To understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions  .  To listen to and talk about stories to build familiarity and understanding.  To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | To draw on what they already know or on background information and vocabulary provided by the teacher.  To be encouraged to link what they read or hear read to their own experiences.    To check that the text makes sense to them as they read and self-correct. | To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.  To discuss the sequence of events in books and how items of information are related.  To draw on what they already know or on background information and vocabulary provided by the teacher.  To make links between a current book and those already read  To check that the text makes sense to them as they read and correct inaccurate reading | To check that the text makes sense to them.  To discuss their understanding and explain the meaning of words in context.  To ask questions to improve their understanding of a text.  To identify main ideas drawn from more than one paragraph and summarise these.  To identify morals and messages in a story. | To check that the text makes sense to them.  To discuss their understanding and explain the meaning of words in context.  To ask questions to improve their understanding of a text.  To identify main ideas drawn from more than one paragraph and summarise these.  To identify morals and messages in a story | To check that the book makes sense to them.  To discuss their understanding and explore the meaning of words in context.  To ask questions to improve their understanding.  To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | To check that the book makes sense to them.  To discuss their understanding and explore the meaning of words in context.  To ask questions to improve their understanding.  To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. |
| Step 3/ Step 4  Familiarity with texts | To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)  To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT)  To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT) | To recognise and join in with predictable phrases.  To become very familiar with key stories, fairy stories and traditional tales,  To retell familiar stories and consider their particular characteristics. | To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.  To recognise simple recurring literary language in stories and poetry. | To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  To identify themes and conventions in a wide range of books.  To participate in discussion about both books that are read to them and those that they can read for themselves, taking turns to listen to what others say.  To read books that are structures in different ways.  To read for a range of purposes. | To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  To identify themes and conventions in a wide range of books.  To participate in discussion about both books that are read to them and those that they can read for themselves, taking turns to listen to what others say.  To read books that are structures in different ways.  To read for a range of purposes. | To increase 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.  To identify and discuss themes and conventions in and across a wide range of writing. | To increase 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.  To identify and discuss themes and conventions in and across a wide range of writing |
| Step 3  Non-fiction | To engage in non-fiction books.  To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | To listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently | To recognise that non-fiction books are often structures in different ways. | To retrieve and record information from non-fiction texts | To use all of the organisational features available within a non-fiction text to retrieve, record and discuss information.  To use dictionaries to check the meaning of words. | To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts. | To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts.  To use non-fiction for purposeful information retrieval (e.g. for Step 1, in reading history, geography and science text books).  To use non-fiction materials in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). |
| Step 4  Authorial choice and intent | To use a wider range of vocabulary.  To engage in extended conversations about stories, learning new vocabulary.  To learn new vocabulary.  To use new vocabulary throughout the day.  To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  To use new vocabulary in different contexts.  To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | To discuss word meaning and link new meanings to words already known. | To discuss and clarify meanings of words, linking new meanings to known vocabulary.  To discuss their favourite words and phrases. | To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  To discuss words and phrases that capture the reader’s interest and imagination.  To identify how language, structure, and presentation contribute to meaning and effect. | To discuss words and phrases that capture the reader’s interest and imagination  To identify how language, structure, and presentation contribute to meaning. | To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors’ language and explain how it has created an impact on the reader.  To identify how language, structure, and presentation contribute to meaning. | To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery style and effect.  To consider the impact of authorial choice on the reader.  To identify how language, structure, and presentation contribute to meaning. |
| Step 4  Poetry and performance | To sing a large repertoire of songs.  To know many rhymes, be able to talk about familiar books, and be able to tell a long story.  To take part in simple pretend play, using an object to represent something else even though they are not similar.  To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  To remember and sing entire songs.  To sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.  To create their own songs, or improvise a song around one they know.  To engage in story times.  To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  To learn rhymes, poems and songs.  To sing in a group or on their own, increasingly matching the pitch and following the melody.  To develop storylines in their pretend play.  To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  To make use of props and materials when role playing characters in narratives and stories.  To invent, adapt and recount narratives and stories with their peers and their teacher.  To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. | To learn to appreciate rhymes and poems, and to recite some by heart. | To continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. | To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  To recognise some different forms of poetry.  To begin to use appropriate intonation and volume when reading aloud. | To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  To recognise some different forms of poetry. | To learn 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. | To learn 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. |
| Step 4  Discussing reading (comparing, contrasting and commenting | To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.  To compare and contrast characters from stories, including figures from the past.  To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  To anticipate (where appropriate) key events in stories.  To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  To link what they have read or have read to them to their own experiences.  To retell familiar stories in increasing detail.  To join in with discussions about a text, taking turns and listening to what others say.  To discuss the significance of titles and events. | To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.  To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.  To discuss the sequence of events in books and how items of information are related.  To recognise simple recurring literary language in stories and poetry.  To ask and answer questions about a text.  To make links between the text they are reading and other texts they have read (in texts that they can read independently). | To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and  reference books or textbooks.  To use appropriate terminology when discussing texts (plot, character, setting). | To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and  reference books or textbooks.  To use appropriate terminology when discussing texts (plot, character, setting).  To identify how language, structure and presentation contribute to meaning.  To identify main ideas drawn from more than one paragraph and summarise these. | To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.  To 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.  To make comparisons within and across books.  To identify main ideas drawn from more than one paragraph and to summarise these.  To recommend texts to peers based on personal choice. | To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  To make comparisons within and across books.  To recognise more complex themes in what they read (such as loss or heroism).  To 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.  To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.  To draw out key information and to summarise the main ideas in a text.  To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.  To compare characters, settings and themes within a text and across more than one text. |
| Step 4  Sequencing | To be able to sequence pictures from a story or with familiar events | To be able to sequence pictures for the beginning, middle and end of a story read | To be able to sequence events from a story, explaining reasons for choices | To be able to sequence pictures or texts from a story or non-fiction text read justifying reasons for choices | To show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices. | To sequence sections/ outlines of unknown texts based upon knowledge of genre features | To be able to manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back |
| Step 4  Re-telling | To retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative | To retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures | To orally retelling a wider range of stories using actions and visual cues from the story | To retell a wide range of stories orally using actions and visual cues | To retell a wide range texts orally which is balanced and clear | See sequencing boxes | |
| Step 5/ Step 6  Inference | Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. | Discuss the significance of the title and events make inferences on the basis of what has been read so far.  To answer simple retrieval questions about a text and find evidence to support answers.  To explain clearly, their understanding of what is read to them. | Make inferences on the basis of what is being said and done.  To answer and ask questions. | Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.  To justify inferences with evidence from the text. | Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.  To justify inferences with evidence from the text. | Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.  To justify inferences with evidence. | Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.  To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). |
| Step 5/ Step 6  Prediction | To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words (C&L) | To predict what might happen on the basis of what has been read so far | To predict what might happen on the basis of what has been read so far | To ask and answer questions appropriately, including some simple inference questions based on characters’ thoughts, feelings and motives.  To justify predictions using evidence from the text. | Predict what might happen from details stated and implied.  To justify predictions using evidence from the text. | Predict what might happen from details stated and implied.  To justify predictions in detail, using evidence from the text. | Predict what might happen from details stated and implied.  To justify predictions in detail, using evidence from the text. |