

Birchwood Reading Curriculum Map



Year Group	Fluency	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise/Sequence	Range of Texts
Reception	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to Letters and Sounds. - Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words. - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> -Can understand simple words and phrases 	<ul style="list-style-type: none"> -Use pictures to talk about what happened in stories. 	<ul style="list-style-type: none"> -Can join in with repetitive language and refrains. 	<ul style="list-style-type: none"> -Can say if they like or dislike a story. 	<ul style="list-style-type: none"> -Can answer a simple question about a story. 	<ul style="list-style-type: none"> -Can talk about what happened in a story 	
Year 1	<ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. - Read other words of more than one syllable that contain taught GPCs. - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). - Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. - Re-read these books to build up their fluency and confidence in word reading. -Checking that the text makes sense to them as they read and correcting inaccurate reading. 	<ul style="list-style-type: none"> -Discussing word meanings, linking new meanings to those already known -Can explain what a familiar word means 	<ul style="list-style-type: none"> -Making inferences on the basis of what is being said and done -Can describe what has happened and how characters feel. 	<ul style="list-style-type: none"> -Predicting what might happen on the basis of what has been read so far -Can say what they think might happen next. 	<ul style="list-style-type: none"> -Discussing the significance of the title and events -Explain clearly their understanding of what is read to them. -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Can describe what they liked or disliked about a text. 	<ul style="list-style-type: none"> -Can find the answer to a simple question. 	<ul style="list-style-type: none"> -Can identify the main parts of a narrative e.g. beginning, middle, and end. 	<ul style="list-style-type: none"> -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Learning to appreciate rhymes and poems, and to recite some by heart.
Year 2	<ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - Read accurately words of two or more syllables that contain the same graphemes as above. - Read words containing common suffixes. - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. - Re-read these books to build up their fluency and confidence in word reading. -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> -Discussing and clarifying the meanings of words, linking new meanings to known vocabulary -Can read and find a word based on its meaning in the text. Can explain what a less-familiar words might mean. 	<ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher. -Making inferences on the basis of what is being said and done. -Can explain what a character is feeling based on what they do or say. 	<ul style="list-style-type: none"> -Predicting what might happen on the basis of what has been read so far. -Can make a simple prediction based on what they have read so far. 	<ul style="list-style-type: none"> -Can give their opinion on a text and explain their reasons. -Can describe the features of the text structure. 	<ul style="list-style-type: none"> -Recognising simple recurring literary language in stories and poetry -Discussing their favourite words and phrases -Answering and asking questions -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. -Can find the answer to questions about text structure, plot, characters and settings. 	<ul style="list-style-type: none"> -Discussing the sequence of events in books and how items of information are related. -Can order up to 5 main events in a story and describe each one. -Can write a simple book review. 	<ul style="list-style-type: none"> -Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. -Being introduced to non-fiction books that are structured in different ways. -Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

<p>Year 3</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>-Using dictionaries to check the meaning of words that they have read -Discussing words and phrases that capture the reader's interest and imagination -Can define a word and think of alternatives with similar meanings.</p>	<p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Can explain why events have taken place based on evidence in the text.</p>	<p>-Predicting what might happen from details stated and implied -Can make predictions about characters and events giving reasons from the text.</p>	<p>-Identifying how language, structure, and presentation contribute to meaning -Can evaluate the main features of a text. -Can identify use of descriptive language.</p>	<p>-Identifying themes and conventions in a wide range of books -Can find and retrieve answers to questions from a range of increasingly challenging and lengthy texts.</p>	<p>-Identifying main ideas drawn from more than one paragraph and summarising these -Can describe the most important events in a narrative.</p>	<p>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>
<p>Year 4</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>-Using dictionaries to check the meaning of words that they have read -Discussing words and phrases that capture the reader's interest and imagination -Can infer the meaning of an unknown word from its context. Identify effective word choices within a text.</p>	<p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Can infer meaning beyond the literal and use a range of evidence from the text to explain them.</p>	<p>-Predicting what might happen from details stated and implied -Can explain possible outcomes based on evidence of how characters think, feel and behave.</p>	<p>-Identifying how language, structure, and presentation contribute to meaning -Can describe the purpose audience, viewpoint, or narrative development in a text and give examples of this.</p>	<p>-Identifying themes and conventions in a wide range of books -Can find and retrieve answers to questions from a range of increasingly challenging and lengthy texts.</p>	<p>-Identifying main ideas drawn from more than one paragraph and summarising these -Can summarise a chapter within a given number of words, ordering the key events chronologically.</p>	<p>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>
<p>Year 5</p>	<p>- 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.</p>	<p>-Identifying how language, structure and presentation contribute to meaning -Can describe the effect of using particular words or phrases.</p>	<p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Can describe their own impressions of characters, settings, events quoting evidence from the text to justify their opinions</p>	<p>-Predicting what might happen from details stated and implied -Can make predictions based on their own knowledge and relate them to themselves or wider reading.</p>	<p>-Recommending books that they have read to their peers, giving reasons for their choices -Making comparisons within and across books -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -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. -Can evaluate the overarching theme or genre of a text and identify features that support this. Can comment on the effectiveness of the authors' writing.</p>	<p>-Identifying and discussing themes and conventions in and across a wide range of writing -Uses skimming and scanning techniques to locate the answers to questions from a range of increasingly challenging and lengthy texts.</p>	<p>-Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -Can summarise the aims and themes of a paragraph/chapter and order the events.</p>	<p>-Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Reading books that are structured in different ways and reading for a range of purposes -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions -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</p>

<p>Year 6</p>	<p>- 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.</p>	<p>-Identifying how language, structure and presentation contribute to meaning</p> <p>-Can give reasons for the author's choice of language and relate to the purpose of the text.</p>	<p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>-Can fully explain reasons for actions, reactions and their own opinions on a range events using a range of evidence from the text.</p>	<p>-Predicting what might happen from details stated and implied</p> <p>-Can predict different scenarios for characters based on a knowledge of the characters background and character traits. Can predict how events may unfold differently in different circumstances.</p>	<p>-Recommending books that they have read to their peers, giving reasons for their choices</p> <p>-Making comparisons within and across books</p> <p>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>-Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>-Provide reasoned justifications for their views.</p> <p>-Can evaluate the overall effectiveness of a piece of writing and whether the author has achieved their intended outcome. Can identify areas that could be improved.</p>	<p>-Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>-Uses skimming and scanning techniques to locate the answers to questions from a range of increasingly challenging and lengthy texts.</p>	<p>-Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>-Can summarise parts of or whole texts and order both key and incidental events. Can identify parallel storylines. Can summarise the author's purpose and intent.</p>	<p>-Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-Reading books that are structured in different ways and reading for a range of purposes</p> <p>-Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>-Learning a wider range of poetry by heart</p> <p>-Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
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