



St John's Primary School: Reading Curriculum Map



Reading Progression through School:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u>	RWI Phonics 121 coaching interventions for those falling behind					
<u>Year 1</u>	RWI Phonics 121 coaching interventions for those falling behind					
<u>Year 2</u>	RWI Phonics RWI Comprehension for those completed RWI phonics 121 coaching interventions for those falling behind		Understanding Reading Supplemented by coaching interventions for those who need further phonic and fluency interventions			
<u>Year 3</u>	Understanding Reading Supplemented by coaching interventions for those who need further phonic and fluency interventions					
<u>Year 4</u>	Understanding Reading Supplemented by coaching interventions for those who need further phonic and fluency interventions					
<u>Year 5</u>	Understanding Reading Supplemented by coaching interventions for those who need further phonic and fluency interventions					
<u>Year 6</u>	Understanding Reading Supplemented by coaching interventions for those who need further phonic and fluency interventions					

Progression of Reading Skills:

Word Reading	EYFS	KS1		KS2			
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	Read individual letters by saying the sounds for them. Blend sounds into words, so	To apply phonic knowledge and skills as the route	To continue to apply phonic knowledge and	To use their phonic knowledge to	To read most words fluently and attempt to	To read most words fluently and attempt	To read fluently with full knowledge of all

	<p>that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their 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.*</p> <p>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.*</p>	<p>decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.*</p>	<p>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.</p>
Common Exception Words	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
Fluency	<p>Blend sounds into words, so that they can read short</p>	<p>To accurately read texts that are</p>	<p>To read aloud books (closely</p>	<p>Fluency and prosody taught discretely through the Read and Respond section of Understanding Reading sequence, however within reading lessons teaching comprehension</p>			

	<p>words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>skills takes precedence over teaching word reading and fluency specifically. Any focus on word reading supports the development of vocabulary and is explicitly taught through the activating prior knowledge and breakdown and repair sections of the Understanding Reading sequence of learning.</p>			
Reading Comprehension	EYFS	KS1		KS2			
	<p>Reception</p> <p>Early Learning Goals</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>			

<p>Comparing, Contrasting and commenting</p>	<p>Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>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.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>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.</p> <p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>
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Words in context and authorial choice	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	To discuss word meaning and link new meanings to those already known.	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	Discuss vocabulary used to capture readers' interest and imagination.	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	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.

	<p>from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>						
Inference and prediction	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Poetry and Performance	<p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	To continually show an awareness of audience when reading out loud using intonation, tone, volume and	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the

	<p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>		<p>intonation to make the meaning clear.</p>	<p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>action.</p>	<p>audience and for effect.</p>
Non-Fiction	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts</p>

	play.				read.		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).
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Supporting children who are falling behind:

- In Key Stage One 121 phonics interventions are put in place to support children who are not reaching the expected standard as shown in termly data collection. Children are closely monitored and removed from the intervention once they have caught up.
- In Key Stage Two the majority of children access daily reading lessons. Children who require further support with phonics and fluency receive daily interventions during the afternoons.

Supporting children with SEND:

- Individual needs are taken into consideration, pathways are written in response to individual need and may include:
 - Continued phonics teaching as part of RWI Phonics programme
 - Tailor made curriculum following PIVOTS to address learning need and ability.
 - 121/ small group support
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Appendix 1: Expected Progression through RWI:

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 5 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories	Read Orange Storybooks Read 11 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read Set 1 Special Friends	Read Yellow Storybooks Read 17 Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks Read 4 double consonants	Read Yellow Storybooks Read 22 Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks Read all Set 3 sounds and additional graphemes.	Access RWI Comprehension and Spelling programmes

Appendix 2: RWI Progression of Phonic Sounds:

	Reception	Year 1	Year 2
Autumn 1	<ul style="list-style-type: none"> Teach Set 1 sounds: m a s d t i n p g o c k u b f e l s h r j v w x y z t h c h q u n g n k 	<ul style="list-style-type: none"> Teach Set 2 sounds: a y e e i g h o w o o o o a r o r a i r i r o u o y Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds. 	<ul style="list-style-type: none"> Continue to teach Set 3 sounds Teach reading of multisyllabic words containing all sounds. Build speed of reading words containing Set 3 sounds.
Autumn 2	<ul style="list-style-type: none"> Recap any single letter alphabet gaps from the sounds above. Teach children to blend using single letter alphabet sounds. 	<ul style="list-style-type: none"> Review all Set 2 sounds Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds, particularly WT 1.6-1.7 	<ul style="list-style-type: none"> Recap any missing sound gaps and build fluency when reading stories. Children should complete the programme at end of Aut 2: <p>Children can read stories and passages at a pace of 100 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p>
Spring 1	<ul style="list-style-type: none"> Recap Set 1 Special Friends: s h t h c h q u n g n k Secure blending of cvc words using single letter alphabet sounds (WT 1.1-1.5). 	<ul style="list-style-type: none"> Teach Set 2 sounds, particularly: a r o r a i r i r o u o y Teach reading of words containing these Set 2 sounds. Build speed of reading words containing a y e e i g h o w o o o o. 	
Spring 2	<ul style="list-style-type: none"> Recap Set 1 Special Friends: s h t h c h q u n g n k Secure blending of words containing these sounds (WT 1.4-1.6). 	<ul style="list-style-type: none"> Teach Set 3 sounds: e a, a-e Teach reading of words containing these Set 3 sounds. Build speed of reading words containing all Set 2 sounds. 	
Summer 1	<ul style="list-style-type: none"> Recap Set 1 sound gaps. Teach blending of words containing consonant blends (WT 1.7). 	<ul style="list-style-type: none"> Continue to teach Set 3 sounds Teach reading of words containing these Set 3 sounds. Build speed of reading words containing all Set 2 and Set 3 sounds. 	
Summer 2	<ul style="list-style-type: none"> Teach Set 2 sounds: a y e e i g h o w o o o o a r o r a i r i r o u o y Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds. 	<ul style="list-style-type: none"> Continue to teach Set 3 sounds Teach reading of words containing these Set 3 sounds. Build speed of reading words containing Set 3 sounds. 	
End of Year Expectations	Children can read all Set 1 sounds and some Set 2 sounds in words, including words with consonant blends. They have built speed of reading some of these words and can read them without hesitation.	Children can read all Set 1, 2, 3 sounds in words and can read Set 1 and 2 sounds in words at speed. They can read some Set 3 sounds in words without hesitation. They can read at a pace of 60 words per minute.	

Appendix 3: Understanding Reading Sequence of learning:

Understanding Reading is a whole-class approach to the teaching of reading which forms part of a rich reading curriculum. An age-appropriate yet challenging text should be used with a focus on challenging comprehension rather than challenging decoding (quality not quantity of text) The focus of teaching is comprehension not phonics.

Process of Reading	Purpose	Reading skills which may be taught	Possible Activities
1.Activation of prior knowledge	To make understanding of the text as accessible as possible	<ul style="list-style-type: none"> • Prediction • Prior Knowledge • Breakdown/repair • Hypothesis 	<ul style="list-style-type: none"> • Provide a synopsis of the story. • Word Association • Guessing what might be found out • Scatter maps (making connections) • True or False Charts • Word clouds
2. Read and Respond	Read the text Develop fluency, prosody, use of punctuation and comprehension. Elicit initial thoughts and observations	<ul style="list-style-type: none"> • Compare and contrast • Sequence • Summarise • Asking questions • Making connections • Vocabulary 	<ul style="list-style-type: none"> • Think aloud • Modelled reading – with a clear focus on How or What is being read) • Make predictions • I know/ I wonder • Visualising to provide the children with what we already know. • Visualising to develop understanding (mind pictures) • Reading to elicit information (True or False grids)
3. Breakdown and repair	<p>Repeated reading applying previously taught skills. Children to identify what they do not already know/ understand.</p> <p>Teach children to understand texts at word and sentence and text level.</p> <p>To identify and contextualise new vocabulary.</p> <p>To identify cohesion across a piece of text.</p>	<ul style="list-style-type: none"> • Retrieve • Infer • Drawing conclusions • Visualisation • Distinguish between fact and opinion • Relating background knowledge • Explaining 	<ul style="list-style-type: none"> • Rereading and collecting clues from the words around it. • Make pictures to illustrate the meaning of new words • Discuss words types, root words, prefixes, suffixes associated words etc • Defining new words in a variety of ways • Identifying words in a phrase and rewriting in own words

4. Delve deeper	Repeated reading applying previously taught skills Deepen thinking Interrogate the text		<ul style="list-style-type: none"> • Highlighting key words in the text about characters/ feelings/ verbs/ importance etc • Highlight key words to inform summaries. • Sketch to stretch • Character description • Book reviews • Making summaries • Posing questions and Justifying answers
5. Comprehension questions and answers.	<p>To become familiar with reading, understanding and answering SATS style comprehension questions.</p> <p>To become familiar with answering questions which cover the varying KS2 SATS domains (Focus 2A, 2B, 2D)</p> <p>To become familiar with the different question formats.</p>		<ul style="list-style-type: none"> • Modelled discussion of what the question means • Modelled approach to answering questions • Questions covering the KS reading domains • Children have the opportunity to practise answering questions

Appendix 4: Expected Progression through Accelerated Reader

The table below is a general guidance based upon pupils who are able to read at the expected ability for their actual age. STAR Reading Assessments and professional judgement should be used to guide pupils to their book choices and to determine attainment and progress in Reading.

Key Stage	School Year	Age of Pupil	Suggested ZPD
Key Stage One	Year 2	6-7	0.5 – 3.0
Key Stage Two	Year 3	7-8	2.0 – 4.0
	Year 4	8-9	2.5 – 5.0
	Year 5	9-10	3.0 – 5.0
	Year 6	10-11	3.0 – 6.0

