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Curriculum Map for English Reading (KS2) Bishop Wood C of E School

	Autumn	Spring	Summer
Year 3	**1:1 reading** ● Reading at least 90 words per minute with 95% decoding ● Continue to apply checking the text makes sense to student, explaining the meaning of words in context ● **ARE; Copper**	**1:1 reading** ● When reading longer words, they should be supported to test out different pronunciations. ● Showing understanding through intonation, tone and volume (prosody) ● Introduce the children to how to choose a suitable book for free reading, including complexity of sentences and appropriate content. ● **ARE; Copper/Topaz**	**1:1 reading** ● Starting to ask questions without prompt to improve their understanding of a text ● Continue to independently choose books and start making decisions based on interest/blurb rather than familiar authors. ● **ARE; Topaz**

Teaching
- Teaching comprehension should be taking precedence over teaching word reading directly
- Whole class reading – echo/coral
- Written responses to questions
- Written responses to questions using evidence from the text
- Once every 6 weeks, WCR should be children reading to themselves, with the teacher/TA listening to children for one minute to check children's decoding skills (90%+)

Vocabulary
- Identify new vocabulary and explore meaning in context (NFER)
- Identify 1st and 3rd person
- Using dictionaries

Retrieval
- To find answers by skimming the text for keywords from the question
- To use an index page within an atlas (geography)
- To use a contents page accurately
- Retrieve and record information from non-fiction and fiction text (NFER)

Inference
- Infers characters' feelings, motives, behaviour and relationships
- Explain and justify their views about what they have read using evidence from the text.(NFER)
- Suggests reasons for actions and events

Predicting
- Make predictions based on the cover/images from the text
- Make predictions based on details stated and implied (NFER)
- Indicate how likely their prediction is to be correct

Summarise/sequence
- Sequence and summarise events
- Summarise main ideas from a text (NFR)
- Identify some themes in stories-friendship, good/evil etc.

Authorial intent/explain
- Discuss the author's choice of words
- Identifies how language structure and presentation (font size, bold) contribute to meaning
- Compare two characters within the text (NFER)

Literary Canon: Autumn Term	Literary Canon: Spring Term	Literary Canon: Summer Term
The Boy who Grew Dragons (3I) Danny Champion of the World (3S) Coming to England Little People Big Dreams: Floella Benjamin Fables Roald Dahl (Freds) *- James and the giant Peach.* *-George's Marvellous Medicine* Australia (Ed Shed Stage 2)	Little People Big Dreams: Mary Anning Diary of the Killer Cat Come Down Goldie (3I) The Witches(3S) The BFG Adventure Stories *- A Branch in Time* *- Puddled* *- Roman about the Colosseum* *- The Adventures of Todd Pawsworth* *- When the Grass Grew*	

-Landmarks *-Animals* Diwali (Twinkl) Through the ages (Ed Shed Stage 2) -Childhood through the ages -Food from 1950s -Keeping in touch Coasts *- Beaches* *- Cliffs and Caves* Christmas *- Naughty or Nice* *- Christmas Letter Sorting Machine* *- Stuck in the Chimney*	Chinese New Year (Twinkl) Rocks and Fossils *- Famous Fossils*	

Ongoing
- Regular opportunity to change School Reading Book, reading for pleasure opportunities
- Listen to whole chapter book daily
- Reading in other curriculum areas
- Visit the school library

	Autumn	Spring	Summer
Year 4	**1:1 reading** ● apply their growing knowledge of root words, prefixes and suffixes ● Making sure the texts makes sense to them, discussing the understanding and explaining the meaning of words in context. ● **ARE; Ruby**	**1:1 reading** ● To independently articulate the different reading skills ● **ARE; Ruby/emerald**	**1:1 reading** ● Making sure the texts makes sense to the student, discussing the understanding and asking questions to improve their understanding further. ● **ARE; Emerald**

Teaching, including grammar:
- Continue developing reading skills through whole class reading. Practicing each skill - including oral and written responses
- Reading books which are structured in different ways – fiction and non-fiction
- Be able to write written responses to comprehension, NFER style questions
- How to use intonation, volume and action for performance of a text (plays)
- Participate in discussions about books that are read to them and listening to what others say
- Children write own reading skill (content domain) type questions for partners
- Make comparisons within the text (NFER)
- Once every 6 weeks, WCR should be children reading to themselves, with the teacher/TA listening to children for one minute to check children's decoding skills (95%+)

Vocabulary
- Use dictionaries to identify meanings of new vocabulary in context (NFER)
- To understand the meaning of new words they meet
- Identifying how language and structure and presentation contribute to meaning
- Explain how meaning is enhanced through choice of words and phrases (NFER)

Retrieval
- Retrieve and record information from non-fiction texts as well as fiction texts (NFER)
- Refer back to the text for evidence
- Extract information from tables and charts

Inference
- Draw conclusions about characters' feelings, motivations, or actions based on clues in the text
- Make connections between explicit information in the text and your prior knowledge.
- Infer the meaning of words or phrases from the context in which they are used.

Prediction
- Make predictions on how likely an event may end
- Prediction the development of a character by his actions as the story unfolds

Summarise
- Identify themes and conventions in a range of books.
- Summarise main ideas from more than one paragraph (NFER)

Authorial intent/explain
- Identify the author's purpose for text (e.g., to inform, entertain, persuade)

- Analyze the tone and mood of the text to understand the author's attitude

	Literary canon: Autumn	**Literary canon: Spring**	**Literary canon: Summer**
	Fred's teaching: The boy in the Jam Jar My other life See what I can do Literacy Shed Women Aviators: Amilia Earthart Amy Johnson Bessy Colman Literacy Shed: The history of comic books How to be a superhero Lonely hearts Ed shed: cross curriculum with science: Digestion Bodily bits and bobs Christmas tree and advent-(RE)	Ed shed: (Geography) Rivers of the world Flooding the NIle The Amazon River Parts of a river River Taolk Ed shed (science) How the ears work What is sound Amazing animal hearing Dame Evelyn Gliene(Music) The Gift	

Ongoing
- Listen to whole chapter books daily.
- Regular opportunity to change School Reading Book, reading for pleasure opportunities
- Introduce children to a range of poetry, fiction and non-fiction books and extracts (including current news articles) that extend and challenge
- Developing a love of reading for more reluctant readers by promoting books, book recommendations, teacher modelling reading
- Visit the school library

	Autumn	Spring	Summer
Year 5	**1:1 reading** ● Read aloud at an age-appropriate interest level with accuracy ● Pupils should be encouraged to work out how to work out any unfamiliar words ● Be able to read silently with good understanding ● **ARE: Sapphire**	**1:1 reading** ● Most words should be read effortlessly (automaticity) ● Pupils should be encouraged how to pronounce any unfamiliar word ● Infer meaning of unfamiliar words ● Justify answers to questions with evidence ● **ARE: Sapphire/diamond**	**1:1 reading** ● Self-correct spontaneously in order to enhance expression, intonation or to reinterpret what has been read ● Recommend books that they have read to their peers, giving reasons for their choices ● **ARE: Diamond**

Teaching, including grammar:
- At this stage, most children will be reading age-related books with automaticity (those who do not, should be receiving extra reading sessions from volunteers/TAs)
- Increase familiarity with a wide range of books
- Be able to write written responses to comprehension, NFER style questions
- Identifying and discussing themes and conventions in writing, using evidence from the text
- Once every 6 weeks, WCR should be children reading to themselves, with the teacher/TA listening to children for one minute to check children's decoding skills (95%+)

Vocabulary
- Use a range of strategies to identify the meaning of new vocabulary in context (NFER)
- Comment on word/sentence choice (NFER)
- Identify the meaning of pre-20th century words

Retrieval
- Retrieves information in fiction/non fiction, referring to more than one place in the text
- Comment on how a character is built and presented
- Identifies use of technical terminology and considers the different reasons for why an author might use this

Inference
- Infer different perspectives from different characters
- Consider how the time and place where a story is set, would affect the characters

- Infer how and why characters might change during a story
- <mark>Explain and justify inferences with evidence from the text (NFER)</mark>

Predicting
- Identify whether changes in characters met, challenged the reader's expectations
- <mark>Predict what might happen next from details stated and implied (NFER)</mark>

Summarise/sequence
- <mark>Summarise ideas across paragraphs (NFER)</mark>
- <mark>Identify/explain how information/narrative content is related and contributes to meaning as a whole (NFER)</mark>
- <mark>Make comparisons within the text</mark>
  Discuss new vocabulary when reading to children
- Make notes from non-fiction texts
- Write book reviews to recommend books to others

Author intent
- Recognise the style of different authors and their intended audience

Literary Canon: Autumn	Literary Canon: Spring	Literary Canon: Summer
- Sweet William by Rushlight by Hilary McKay (modern re-telling of Grimm Fairy Tale) - Tea and Jam by Katherine Woodfine (historical fiction about workers rights and women's suffrage, link to PSHE work on rights) - Yes but Today is Tuesday by Joan Aiken (classic fiction, fantasy) - How to Change Everything by Naomi Klein (non-fiction about climate change, ties to FFF week work on climate change) - Emily and the Detectives by Susie Day (detective fiction) - You are Awesome by Matthew Syed (non-fiction about practice and growth mindset) - All Things Bright and Beautiful by Patrice Lawrence (historical fiction, Black history) - The Roses Round the Palace by Hilary McKay (modern re-telling of Cinderella - part of broader English unit on re-telling a traditional story, other versions are read in English lessons)	- Emil and the Detectives by Erich Kastner (Classic children's fiction, detective novel, ties in with English unit on mystery and suspense stories) - Friday poems - assorted poems read and analysed in Friday WCR lessons - Norse Myths by Kevin Crossley-Holland (modern re-telling of Norse myths, ties in with History work on Viking gods and sagas) - Survivors: Extraordinary tales from the wild and beyond by David Long (non-fiction, biographical accounts of adventures)	

Ongoing
- Listen to whole chapter books daily.
- Weekly opportunity to change School Reading Book, reading for pleasure.
- Reasons for reading: pleasure and information across the curriculum
- Visit the school library

		Autumn	Spring	Summer
Y6		1:1 reading ● Read most words effortlessly ● **ARE: Pearl**	1:1 reading ● Work out how to read unfamiliar words with increasing automaticity ● **ARE: Pearl/free read**	1:1 reading ● Pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7 **ARE: Free read**

Teaching, including grammar:

- Read a wide range of fiction, poetry and non-fiction texts
- Learn a poem off by heart
- Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect
- Increase familiarity with a wide range of books, including myths (Ancient Greek myths)
- Practise mastery of reading aloud through public speaking and debate
- Books from our literary heritage
- Once every 6 weeks, WCR should be children reading to themselves, with the teacher/TA listening to children for one minute to check children's decoding skills (95%+)

Vocabulary

- Analyse impact of author's choice of words
- Explain meaning of words in context (SATs 2a)

Retrieval

- Distinguish between statements of fact and opinion or fiction/non fiction (SATs 2b)
- Retrieve information from different texts

Inference

- Analyse when a scene changes
- Analyse how a scene change affects characters

Prediction

- What features might you see in the genre
- Write three questions you would like answered

Summarise

- Summarise a story in their own words, from more than one paragraph (SATs
- Make comparisons across and within books

Analyse

- Draws reasoned conclusions when looking at different opinions
- Identify different narrative structures - e.g. Flashbacks
- Make more developed opinions about a text with justified opinions
- Compare how opinions about different characters may change throughout a text and why

Author intent/explain

- Identify and discuss themes and conventions in and across a wide range of writing
- Analyse bias in a text

Ongoing:

- Listen to whole chapter books daily
- Books from our literary heritage

		● Introduce children to books that may extend/challenge ● SATS reading paper practise ● Visit the school library

Literary Canon: Autumn	Literary Canon: Spring	Literary Canon: Summer