

READING SKILLS MAP.

	<u>RECEPTION</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<u>Texts/ reading resources.</u>	<p>Bug Club.</p> <p>Once upon a Picture.</p> <p>Power of Reading texts:</p> <ol style="list-style-type: none"> 1) No Dinner 2) Handa's surprise. 3) Naughty Bus, 4) The train ride 5) What the Ladybird Heard. 6) The Blue Penguin 7) Ruby's Worry. 8) The Gigantic Turnip. 9) The Gruffalo. <p>LITTLE WANDLE: PHASES 2/3</p> <p><u>Home Reading:</u> Collins Big Cat Reading scheme.</p> <p>A selection of class readers throughout the year.</p>	<p>Once upon a Picture.</p> <p>Bug Club.</p> <p>Power of Reading texts:</p> <ol style="list-style-type: none"> 1) The Leaf 2) The Dark 3) Lila and the secret of rain. 4) I want my Hat back. 5) Grace and Family. 6) Beogu 7) Man on the Moon. <p>The Gingerbread Man</p> <p>Goldilocks and The Three Bears.</p> <p>Poems : Animals Poems</p>	<p>Once Upon a Picture</p> <p><i>The Twits</i></p> <p>Reading VIPERS- weekly sessions. (Stage 1) Start in Summer 2</p> <p>Ant and the Grasshopper.</p> <p>Gregory Cool</p> <p><i>Asha in the Attic</i></p> <p><i>How to grow a Sunflower (non-fiction)</i></p> <p><i>SATS practice reading materials.</i></p> <p>Poems : Animal poems Ning Nang Nong</p> <p>LITTLE WANDLE: PHASE 5 – REVISE/ RECAP.</p> <p><u>Home Reading:</u> Collins Big Cat Reading scheme.</p> <p>A selection of class readers throughout the year.</p>	<p>Reading between the Lines.</p> <p>Reading Detectives</p> <p>Once Upon a Picture.</p> <p>Reading VIPERS- weekly sessions. (Stages 2 and 3)</p> <p>I'll Take You To Mrs Cole</p> <p>Hair Love</p> <p>The Stone Age Boy</p> <p>Theseus and the Minotaur.</p> <p>Poems : Shape Firework Bone Yard Rap</p> <p>A selection of class readers throughout the year.</p> <p><u>Home Reading:</u> Collins Big Cat Reading scheme.</p>	<p>Once Upon A Picture</p> <p>Reading Detectives</p> <p>Reading Between the Lines</p> <p>Reading VIPERS- weekly sessions. (Stages 3 and 4)</p> <p>Medusa and Perseus</p> <p>Leon and the Place Between.</p> <p>Mufaros Beautiful Daughter</p> <p>The Day the Crayons quit.</p> <p>Poems : The Magic Box Let the Sun Shine in.</p> <p>Play scripts : Jack and Jill Little Red Riding Hood.</p> <p>A selection of class readers throughout the year.</p> <p><u>Home Reading:</u> Collins Big Cat Reading scheme.</p>	<p>Reading between the Lines.</p> <p>Reading Detectives.</p> <p>Once upon a Picture.</p> <p>Reading VIPERS- weekly sessions. (Stages 4 and 5)</p> <p>Biography: Malala Yousafza</p> <p>Poems : Slam poetry Smile – Spike Milligan</p> <p>Play scripts : The Lion, The Witch and the wardrobe.</p> <p>A selection of class readers throughout the year.</p> <p>Newspaper: First News</p> <p><u>Home Reading:</u> Collins Big Cat Reading scheme.</p>	<p>Reading between the Lines.</p> <p>Reading VIPERS – weekly sessions. (Stages 5 and 6)</p> <p>Reading Detectives</p> <p>Anne Frank's Diary.</p> <p>Once Upon a Picture.</p> <p>SATS Busters.</p> <p>Play scripts : Romeo and Juliet Charlie and the Chocolate Factory (Production)</p> <p>Poems: Snowstorm Nonsense</p> <p>A selection of class readers throughout the year.</p> <p>Newspaper: First News</p> <p><u>Home Reading:</u> Collins Big Cat Reading scheme.</p>

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		<p>Roar</p> <p>LITTLE WANDLE: PHASES 4/5</p> <p><u>Home Reading:</u> Collins Big Cat Reading scheme.</p> <p>A selection of class readers throughout the year.</p>					
Word		<p>Apply phonic knowledge and skills to decode words.</p> <p>Respond speedily with the correct sound to graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs.</p> <p>Read common exception words.</p>	<p>Continue to apply phonic knowledge to decode words until automatic decoding.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far.</p> <p>Read accurately words of two or more syllables</p> <p>Read words containing</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1</p> <p>Read further exception words.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1</p> <p>Read further exception words.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1.</p>

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		<p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge</p>	<p>common suffixes.</p> <p>Read further common exception words.</p> <p>Read most words quickly and accurately, without overt sounding and blending.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>				
Attitudes		<p>To link what they read to their own experiences.</p> <p>To become</p>	<p>Listening to, discussing and expressing views about a wide range of poetry, stories</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths</p>	<p>To read and discuss an increasingly wide range of fiction, poetry, plays, non-</p>	<p>To read and discuss an increasingly wide range of fiction, poetry, plays, non-</p>

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	<p>familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>and non-fiction.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming familiar with and retelling a range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p>	<p>and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Recognising some different forms of poetry.</p>	<p>and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Recognising some different forms of poetry.</p>	<p>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>Recommending books that they have read to their peers, giving reasons for their choices.</p>	<p>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>Recommending books that they have read to their peers, giving reasons for their choices.</p>
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						<p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>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>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>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>
Comprehension		Discussing word meanings, linking new	Recognising simple recurring literary	Checking that the text makes sense to them,	Checking that the text makes sense to them,	Checking that the book makes sense to them,	Checking that the book makes sense to them,

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		<p>meanings to those already known.</p> <p>Drawing on what they already know or on background information.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discussing the significance of the title and events.</p> <p>To make simple inferences.</p> <p>To make simple predictions.</p> <p>Participate in discussion about what is read to them</p> <p>Explain clearly</p>	<p>language in stories and poetry.</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.</p> <p>To build up a repertoire of poems learnt by heart.</p> <p>To draw on what they already know or background information.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>To make simple inferences.</p> <p>To make simple predictions.</p> <p>Participate in discussion</p>	<p>discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one</p>	<p>discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one</p>	<p>discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key</p>	<p>discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key</p>
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		<p>their understanding of what is read to them.</p>	<p>about books, poems and other works.</p> <p>Explain and discuss their understanding of books, poems and other materials.</p>	<p>paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them.</p>	<p>paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them.</p>	<p>details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions</p>	<p>details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions</p>
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						<p>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>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>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>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>
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CAPITAL CULTURE:

£7 per child for children to buy a book at Bookfair.

Book tokens at the Bookfair

Ebooks – Oxford Reading Owl (Lockdown)

Power Reading Big Books.

Bug Club E books (Reception)