

READING SKILLS MAP.

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>Texts</u>	<p>Power of Reading:</p> <p><u>Poetry:</u> A great Big Cuddle</p> <p><u>Traditional Stories:</u> The Gigantic turnip The Gruffalo,</p> <p><u>Around the World:</u> No Dinner, Handa’s surprise,</p> <p><u>Transport:</u> Naughty Bus, the train ride</p> <p><u>Animals:</u> What the Ladybird Heard. Our very own dog.</p> <p><u>Family and Friends</u> Ana Hibiscus Ruby’s worry Blue Penguin?</p>	<p>Once upon a Picture. - predicting.</p> <p>Bug Club.</p> <p>Goldilocks and The Three Bears.</p> <p>Kakadu Jack.</p> <p>Ning Nang Nong.</p> <p>Witches Brew.</p> <p>Wheels, Wings and Other Things.</p> <p>Michael Rosen Chocolate Cake</p> <p>Julia Donaldson -The Gruffalo -The Gruffalo’s Child -The Stickman -Room on the broom -Zog and the flying Doctors (Rhyming patterns)</p>	<p>Oxford reading tree.</p> <p>Ginn</p> <p>Rigby Red Star Selection of differentiated fiction and non-fiction texts</p> <p>Once upon a picture</p> <p><i>Hansel and Gretel v Little Red Riding Hood</i></p> <p>Traditional tales-The Enormous Turnip</p> <p><i>Asha in the Attic</i></p> <p><i>How to grow a Sunflower (non-fiction)</i></p> <p><i>The Twits</i></p> <p><i>Percy, the park keeper.</i></p> <p>Seasonal poems Reading VIPERS</p>	<p>I’ll Take You To Mrs Cole</p> <p>Reading between the Lines.</p> <p>Reading Detectives</p> <p>Once Upon a Picture.</p> <p>Myths and Legends - Medusa/Perseus/Theseus and the Minotaur</p> <p>Brilliant Activities for Reading Comprehension.</p> <p>Reading VIPERS</p>	<p>Once Upon A Picture</p> <p>Reading Detectives</p> <p>Reading Between the Lines</p> <p>The Butterfly Lion</p> <p>Twinkl- theme based reading comprehensions</p> <p>The Highway Rat</p> <p>Matilda</p> <p>Penguin’s progress</p> <p>Reading VIPERS</p>	<p>Reading between the Lines.</p> <p>Reading Detectives.</p> <p>Once upon a Picture.</p> <p>Non-fiction texts about predominant figures in Black History Month</p> <p>There’s a Boy in the Girl’s Bathroom</p> <p>Teacher reading aloud Micahel Morpurgo / JK Rowling</p> <p>Reading VIPERS</p>	<p>Reading between the Lines.</p> <p>Reading VIPERS- Literacy Shed.</p> <p>Reading Detectives</p> <p>Anne Frank’s Diary.</p> <p>Once Upon a Picture.</p> <p>SATS Busters</p> <p>Reading VIPERS</p>
Word		<i>Apply phonic</i>	<i>Continue to</i>	<i>Apply their</i>	<i>Apply their</i>	<i>Apply their</i>	<i>Apply their</i>

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		<p>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>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</p>	<p>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 common suffixes.</p> <p>Read further common exception words.</p> <p>Read most words quickly and accurately, without overt sounding and blending.</p>	<p>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>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>growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1.</p>	<p>growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1.</p>
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		<p>represents the omitted letter.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge</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 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>Listening to, discussing and expressing views about a wide range of poetry, stories 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</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths 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</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths 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</p>	<p>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</p>	<p>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</p>

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		<p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>introduced to non-fiction books that are structured in different ways.</p>	<p>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>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>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>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</p>	<p>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>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</p>
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						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	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
Comprehension		Discussing word meanings, linking new meanings to those already known. Drawing on what they already know or on background information. Checking that the text makes sense to them	Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. To build up a repertoire of poems learnt by heart. To draw on	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text Drawing inferences such as inferring	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text Drawing inferences such	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such as inferring	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such as inferring

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		<p>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 their understanding of what is read to them.</p>	<p>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 about books, poems and other works.</p> <p>Explain and discuss their understanding of books, poems and other materials.</p>	<p>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 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</p>	<p>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 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>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 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,</p>	<p>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 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,</p>
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				<p>both books that are read to them.</p>	<p>Participate in discussion about both books that are read to them.</p>	<p>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 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</p>	<p>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 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</p>
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						<p><i>understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</i></p> <p><i>Provide reasoned justifications for their views.</i></p>	<p><i>understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</i></p> <p><i>Provide reasoned justifications for their views.</i></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)