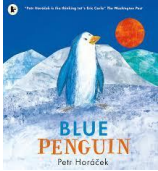
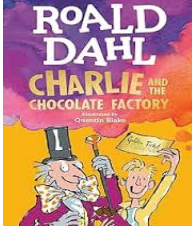


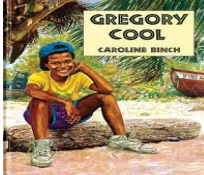


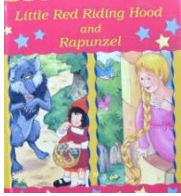
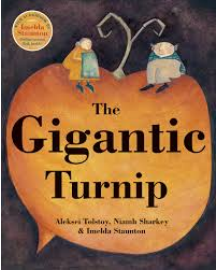
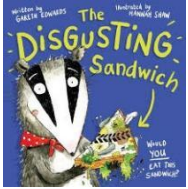
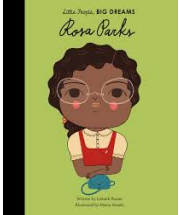
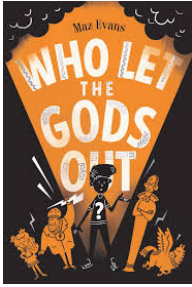

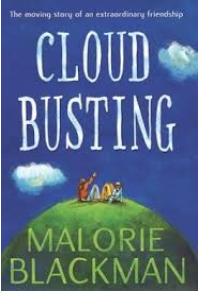

# READING MAP – Updated June 2026

	<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>
<b><u>AUTUMN 1</u></b>	 			 			
<b><u>AUTUMN 2</u></b>	 						

# READING MAP – Updated June 2026

							
<b>SPRING 1</b>		<b>FILM UNIT: BUBBLES LITERACY SHED.</b>					
<b>Spring 2:</b>					<b>FILM UNIT: LEGO STORY LITERACY SHED.  NO CLASS READER</b>		

# READING MAP – Updated June 2026

							
<b>SUMMER 1:</b>							
<b>SUMMER 2</b>						FILM UNIT: OKTADPODI	FILM UNIT: ALMA.

# READING MAP – Updated June 2026

	 <p style="text-align: center;">Phases 2, 3 and 4</p>  <p style="text-align: center;"><u>Home Reading:</u></p> 	  <p style="text-align: center;">Review Phase 4 Phase 5</p> <p style="text-align: center;"><u>Home Reading:</u></p> 	 <p style="text-align: center;"><u>Home Reading:</u></p> 	 <p style="text-align: center;"><u>Home Reading:</u></p> 	 <p style="text-align: center;"><u>Home Reading:</u></p> 	<p style="text-align: center;">LITERACY SHED</p> <p style="text-align: center;">NO CLASS READER</p> <p style="text-align: center;"><u>Home Reading:</u></p> 	<p style="text-align: center;">LITERCAY SHED.</p> <p style="text-align: center;">NO CLASS READER</p> <p style="text-align: center;"><u>Home Reading:</u></p> 
<p style="text-align: center;"><u>Word</u></p>	<p style="text-align: center;"><b>Respond with one correct sound for each letter of the alphabet.</b></p>	<p style="text-align: center;"><b>Apply phonic knowledge and skills to decode words.</b></p>	<p style="text-align: center;"><b>Apply phonic knowledge to decode words until</b></p>	<p style="text-align: center;"><b>Apply their knowledge of root words, prefixes and</b></p>	<p style="text-align: center;"><b>Apply their growing knowledge of root words, prefixes and</b></p>	<p style="text-align: center;"><b>Apply their growing knowledge of root words, prefixes and</b></p>	<p style="text-align: center;"><b>Apply their growing knowledge of root words, prefixes</b></p>

# READING MAP – Updated June 2026

	<p><b>Respond with one correct sound for 10 digraphs.</b></p> <p><b>Read (decode) single-syllable words that are consistent with their current phonetic knowledge by blending the sounds into a word.</b></p> <p><b>Read words containing the taught grapheme-phoneme</b></p>	<p><b>Respond with the correct sound to graphemes</b></p> <p><b>Read accurately by blending sounds in unfamiliar words containing GPCs.</b></p> <p><b>Read common exception words.</b></p> <p><b>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</b></p> <p><b>Read words with contractions and understand that the apostrophe</b></p>	<p><b>automatic decoding.</b></p> <p><b>Read by blending the sounds in words that contain the graphemes.</b></p> <p><b>Read words of two or more syllables</b></p> <p><b>Read words containing common suffixes.</b></p> <p><b>Read common exception words.</b></p> <p><b>Read aloud books closely matched to their</b></p>	<p><b>suffixes (etymology and morphology) as listed in English Appendix 1</b></p> <p><b>Read further exception words.</b></p>	<p><b>and suffixes (etymology and morphology) as listed in English Appendix 1</b></p> <p><b>Read further exception words.</b></p>	<p><b>suffixes (morphology and etymology) , as listed in English Appendix 1.</b></p>	<p><b>and suffixes (morphology and etymology), as listed in English Appendix 1.</b></p>
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# READING MAP – Updated June 2026

	<p><b>correspo ndence.</b></p> <p><b>Read some common exception words, often noting the unusual correspo ndence between letter and sound and where these occur in the word.</b></p> <p><b>Read aloud simple texts that are consisten t with current phonic knowledg e</b></p> <p>(Based on the ELG)</p>	<p><b>represents the omitted letter.</b></p> <p><b>Read aloud accurately books that are consistent with their developing phonic knowledge</b></p>	<p><b>improving phonic knowledge</b></p> <p>.</p>				
Attitudes		<b>To link what they read to</b>	<b>Listening to,</b>	<b>increasin g their</b>	<b>increasing their</b>	<b>To read and discuss an</b>	<b>To read and</b>

# READING MAP – Updated June 2026

	<p><b>their own experiences .</b></p> <p><b>To become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</b></p> <p><b>Recognising and joining in with predictable phrases.</b></p> <p><b>Learning to appreciate rhymes and poems, and to recite some by heart.</b></p>	<p><b>discussing and expressing views about a wide range of poetry, stories and non-fiction.</b></p> <p><b>Discussing the sequence of events in books and how items of information are related.</b></p> <p><small>Becoming familiar with and retelling a range of stories, fairy stories and traditional tales.</small></p> <p><b>Being introduced to non-fiction books that are structure</b></p>	<p><b>familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</b></p> <p><b>Identifying themes and conventions in a wide range of books.</b></p> <p><b>Preparing poems and play scripts to read aloud and to perform, showing understanding</b></p>	<p><b>familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</b></p> <p><b>Identifying themes and conventions in a wide range of books.</b></p> <p><b>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation</b></p>	<p><b>increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</b></p> <p><b>Reading books that are structured in different ways and reading for a range of purposes.</b></p> <p><b>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern</b></p>	<p><b>discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks .</b></p> <p><b>Reading books that are structured in different ways and reading for a range of purposes.</b></p> <p><b>Increasing their familiarity with a wide range of books, including myths,</b></p>	
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# READING MAP – Updated June 2026

			<p><b>d in different ways.</b></p>	<p><b>through intonation, tone, volume and action.</b></p> <p><b>Discussing words and phrases that capture the reader's interest and imagination.</b></p> <p><b>Recognising some different forms of poetry.</b></p>	<p><b>, tone, volume and action.</b></p> <p><b>Discussing words and phrases that capture the reader's interest and imagination.</b></p> <p><b>Recognising some different forms of poetry.</b></p>	<p><b>Fiction, Fiction from our literary heritage, and books from other cultures and traditions.</b></p> <p><b>Recommending books that they have read to their peers, giving reasons for their choices.</b></p> <p><b>Identifying and discussing themes and conventions in and across a wide range of writing.</b></p> <p><b>Making comparisons within</b></p>	<p><b>legends and traditional stories, modern fiction, Fiction from our literary heritage, and books from other cultures and traditions.</b></p> <p><b>Recommending books that they have read to their peers, giving reasons for their choices.</b></p> <p><b>Identifying and discussing themes and</b></p>

# READING MAP – Updated June 2026

						<p><b>and across books.</b></p> <p><b>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</b></p>	<p><b>conventions in and across a wide range of writing.</b></p> <p><b>Making comparisons within and across books.</b></p> <p><b>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</b></p>
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# READING MAP – Updated June 2026

							<b>is clear to an audience</b>
Comprehension		<p><b>Discussing word meanings, linking new meanings to those already known.</b></p> <p><b>Drawing on what they already know or on background information</b></p> <p><b>Checking that the text makes sense to them as they read and correcting inaccurate reading</b></p> <p><b>Discussing the significance</b></p>	<p><b>Recognising simple recurring literary language in stories and poetry.</b></p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.</p> <p><b>To build up a repertoire of poems learnt by heart.</b></p> <p><b>To draw on what they already know or background information.</b></p>	<p><b>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</b></p> <p><b>Asking questions to improve their understanding of a text</b></p> <p><b>Drawing inferences such as inferring characters' feelings,</b></p>	<p><b>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</b></p> <p><b>Asking questions to improve their understanding of a text</b></p> <p><b>Drawing inferences such as inferring characters' feelings,</b></p>	<p><b>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</b></p> <p><b>Asking questions to improve their understanding.</b></p> <p><b>Drawing inferences such as inferring characters' feelings, thoughts and</b></p>	<p><b>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</b></p> <p><b>Asking questions to improve their understanding.</b></p> <p><b>Drawing inferences such as inferring character</b></p>

# READING MAP – Updated June 2026

		<p><b>of the title and events.</b></p> <p><b>To make simple inferences.</b></p> <p><b>To make simple predictions.</b></p> <p><b>Participate in discussion about what is read to them</b></p> <p><b>Explain clearly their understanding of what is read to them.</b></p>	<p><b>Checking that the text makes sense to them as they read and correcting inaccurate reading.</b></p> <p><b>To make simple inferences.</b></p> <p><b>To make simple predictions.</b></p> <p><b>Participate in discussion about books, poems and other works.</b></p> <p><b>Explain and discuss</b></p>	<p><b>thoughts and motives from their actions, and justifying inferences with evidence</b></p> <p><b>Predicting what might happen from details stated and implied</b></p> <p><b>Identifying main ideas drawn from more than one paragraph and summarising these.</b></p> <p><b>Identifying how language, structure,</b></p>	<p><b>thoughts and motives from their actions, and justifying inferences with evidence</b></p> <p><b>Predicting what might happen from details stated and implied</b></p> <p><b>Identifying main ideas drawn from more than one paragraph and summarising these.</b></p> <p><b>Identifying how language, structure,</b></p>	<p><b>motives from their actions, and justifying inferences with evidence.</b></p> <p><b>Predicting what might happen from details stated and implied.</b></p> <p><b>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</b></p> <p><b>Identifying how language, structure and</b></p>	<p><b>s' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</b></p> <p><b>Predicting what might happen from details stated and implied.</b></p> <p><b>Summarising the main ideas drawn from more than one paragraph, identifying key</b></p>
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# READING MAP – Updated June 2026

			<p><b>their understanding of books, poems and other materials.</b></p> <p>.</p>	<p><b>and presentation contribute to meaning.</b></p> <p><b>Retrieve and record information from non-fiction</b></p> <p><b>Participate in discussion about both books that are read to them.</b></p>	<p><b>and presentation contribute to meaning.</b></p> <p><b>Retrieve and record information from non-fiction</b></p> <p><b>Participate in discussion about both books that are read to them.</b></p>	<p><b>presentation contribute to meaning.</b></p> <p><b>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</b></p> <p><b>Distinguish between statements of fact and opinion</b></p> <p><b>Retrieve, record and present information from non-fiction</b></p> <p><b>Participate in discussions about</b></p>	<p><b>details that support the main ideas.</b></p> <p><b>Identifying how language, structure and presentation contribute to meaning.</b></p> <p><b>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</b></p>

# READING MAP – Updated June 2026

						<p><b>books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</b></p> <p><b>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</b></p>	<p><b>Distinguish between statements of fact and opinion</b></p> <p><b>Retrieve, record and present information from non-fiction</b></p> <p><b>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 challengi</b></p>
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# READING MAP – Updated June 2026

						<p><b>where necessary</b></p> <p><b>Provide reasoned justifications for their views.</b></p>	<p><b>ng views courteous</b></p> <p><b>ly</b></p> <p><b>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</b></p> <p><b>Provide reasoned justifications for their views.</b></p>
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# READING MAP – Updated June 2026

## **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)