

Reading curriculum map

All skills should be demonstrated across a range of text types and genres, including fiction, non-fiction, poetry and plays.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell).

Early Years Foundation Stage		
Early Learning Goals	Word reading: Phonics and Decoding	<p>I can say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>I can read words consistent with my phonic knowledge by sound-blending.</p> <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p> <p>I can read a few common exception words matched to the school's phonic programme.</p>
	Word reading: Fluency	I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
	Reading comprehension: Understanding and correcting inaccuracies	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <p>I can anticipate (where appropriate) key events in stories.</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
	Reading comprehension: Comparing, contrasting and commenting	<p>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
	Reading comprehension: Words in context and authorial choice	<p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
	Reading comprehension: Inference and prediction	<p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>I can anticipate (where appropriate) key events in stories.</p>
	Reading comprehension: Poetry and performance	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <p>I can make use of props and materials when role playing characters in narratives and stories.</p> <p>I can invent, adapt and recount narratives and stories with my peers and my teacher.</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>
	Reading comprehension: Non-fiction	<p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

	Key Stage One		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading						
Phonics and decoding	<p>I can apply my phonic knowledge and skills as the route to decode words.</p> <p>I can blend sounds in unfamiliar words using the GPCs that I have been taught.</p> <p>I can respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>I can read words containing taught GPCs.</p> <p>I can read words containing -s, -es, -ing, -ed and -est endings.</p> <p>I can read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>I can accurately read most words of two or more syllables.</p> <p>I can read most words containing common suffixes.*</p>	<p>I can use my phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>I can apply my 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>I can apply my 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>I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>I can apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising meaning through contextual cues.</p> <p>I can apply my 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>I can read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising meaning through contextual cues.</p>

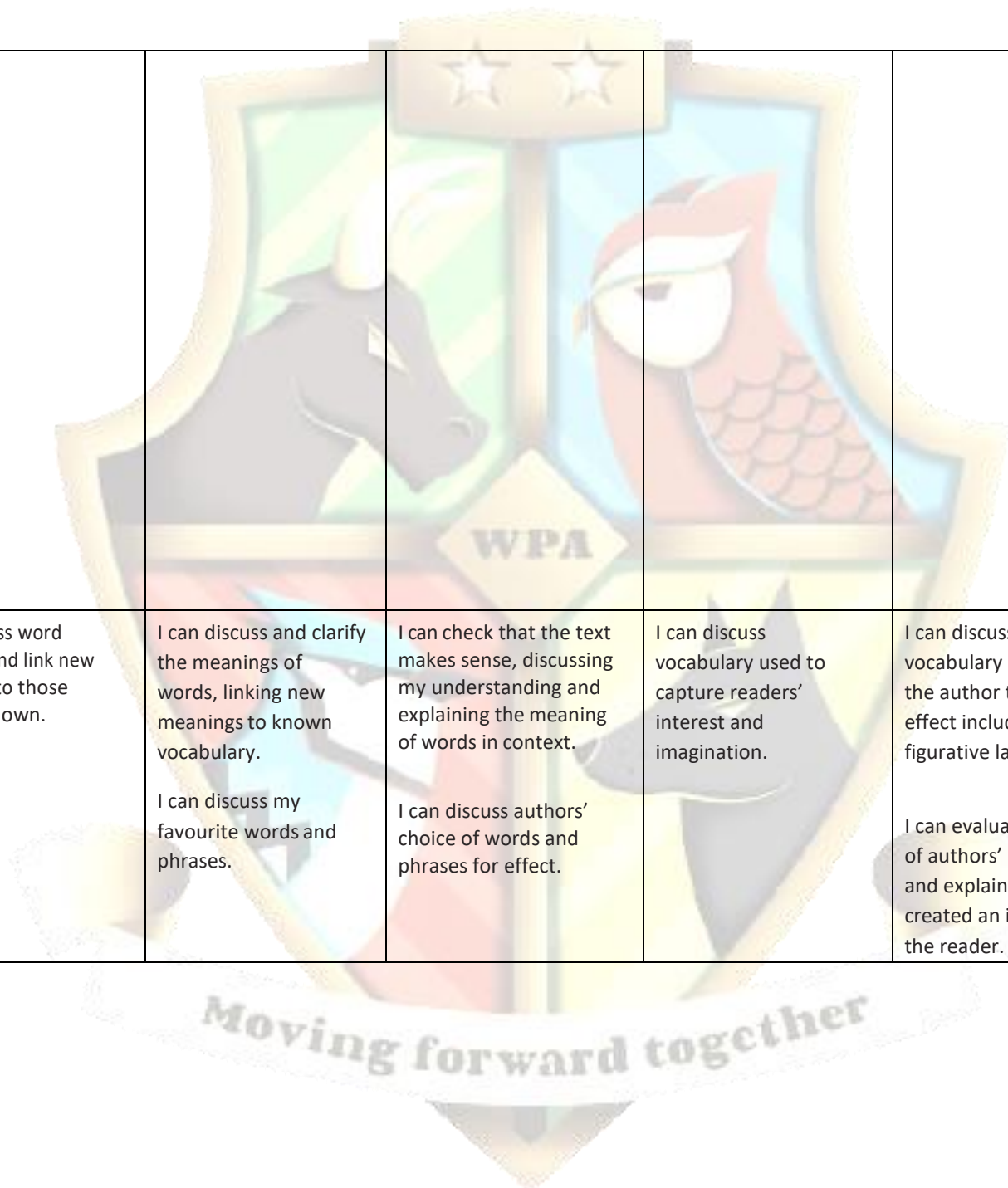
Moving forward together

<p>Common exception words</p>	<p>I can read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>I can read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>I can begin to read Y3/Y4 exception words.*</p>	<p>I can read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>I can read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
<p>Fluency</p>	<p>I can accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words.</p> <p>I can reread texts to build up fluency and confidence in word reading.</p>	<p>I can read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can reread books to build up fluency and confidence in word reading.</p> <p>I can read words accurately and fluently without overt sounding and blending,</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			

Moving forward together

<p>Understanding and correcting inaccuracies</p>	<p>can check that a text makes sense to me as I read.</p> <p>I can self-correct.</p>	<p>I can show understanding by drawing on what I already know or on background information and vocabulary provided by the teacher.</p> <p>I can check that the text makes sense to me as I read and I can correct inaccurate reading.</p>	
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<p style="text-align: center;">Comparing, contrasting and commenting</p>	<p>I can listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently.</p> <p>I can link what I have read or have had read to me to my own experiences.</p> <p>I can retell familiar stories in increasing detail.</p> <p>I can join in with discussions about a text, taking turns and listening to what others say.</p> <p>I can discuss the significance of titles and events.</p>	<p>I can participate in discussion about books, poems and other works that are read to me (at a level beyond at which I can read independently) and those that can read for themselves, can explain their understanding and express their views.</p> <p>I am becoming increasingly familiar with and can retell a wide range of stories, fairy stories and traditional tales.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p> <p>I can recognise simple recurring literary language in stories and poetry.</p> <p>I can ask and answer questions about a text.</p> <p>I can make links between the text I am reading and other texts I have read (in texts that I can read independently).</p>	<p>I can recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>I can discuss and compare texts from a wide variety of genres and writers.</p> <p>I can read for a range of purposes.</p> <p>I can identify themes and conventions in a wide range of books.</p> <p>I can 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>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>I can 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>I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.</p> <p>I can identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>I can recommend texts to peers based on personal choice.</p>	<p>I can 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>I can recognise more complex themes in what I read (such as loss or heroism).</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can listen to guidance and feedback on the quality of my explanations and contributions to discussions and to Make improvements when participating in discussions.</p> <p>I can draw out key</p>
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						<p>information to summarise the main ideas in a text.</p> <p>I can distinguish independently between statements of fact and opinion, providing reasoned justifications for my views.</p> <p>I can compare characters, settings and themes within a text and across more than one text.</p>
<p>Words in context and authorial choice</p>	<p>I can discuss word meaning and link new meanings to those already known.</p>	<p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can discuss my favourite words and phrases.</p>	<p>I can check that the text makes sense, discussing my understanding and explaining the meaning of words in context.</p> <p>I can discuss authors' choice of words and phrases for effect.</p>	<p>I can discuss vocabulary used to capture readers' interest and imagination.</p>	<p>I can discuss vocabulary used by the author to create effect including figurative language.</p> <p>I can evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>I can 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>

<p>Inference and Prediction</p>	<p>I can begin to make simple inferences.</p> <p>I can predict what might happen on the basis of what I have read so far.</p>	<p>I can make inferences on the basis of what is being said and done.</p> <p>I can predict what might happen on the basis of what I have read so far in a text.</p>	<p>I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>I can justify predictions using evidence from the text.</p>	<p>I can draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting my views with evidence from the text.</p> <p>I can justify predictions from details stated and implied.</p>	<p>I can draw inferences from characters' feelings, thoughts and motives.</p> <p>I can make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>I can consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<p>Poetry and Performance</p>	<p>I can recite simple poems by heart.</p>	<p>I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>I can prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>I can begin to use appropriate intonation and volume when reading aloud.</p>	<p>I can recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>I can 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>I can continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>I can confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

Moving forward together

<p>Non-fiction</p>	<p>I understand that some books are stories and other books contain facts about the world (non-fiction).</p> <p>I can contribute to discussions about non-fiction texts I have listened to or read.</p>	<p>I can recognise that non-fiction books are often structured in different ways.</p>	<p>I can retrieve and record information from non-fiction texts.</p>	<p>I can use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>I can use dictionaries to check the meaning of words that they have read.</p>	<p>I can use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>I can retrieve, record and present information from non-fiction texts.</p> <p>I can use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where I am genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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