



Reading Curriculum Progression Map 2019 - 2020

Year 3	Year 4	Year 5	Year 6
Autumn			
<p>Class Reader; Cliff-hanger – Jacqueline Wilson</p> <p>Additional texts Stig of the Dump by Clive King Non – fiction – Mo Farah biography Activity centre leaflets</p>	<p>Class Reader; Wreck of the Zanzibar – Michael Morpurgo</p> <p>Additional texts Non – fiction texts – habitats and ecosystem Non – fiction texts – the digestive system</p>	<p>Class Reader; Wonder – RJ Palacio</p> <p>Additional texts Non – fiction texts – Solar System A range of newspaper reports Biography of famous astronauts Non – fiction texts – Howard Carter diary Ancient Egyptian myths</p>	<p>Class Reader; Skellig – David Almond Poetry – including war poets / Wordsworth</p> <p>Additional texts Shackleton’s Journey – William Grills Non – fiction – Antarctica War Poem ‘How to Die’ – Siegfried Sasson WWII letters from Evacuee</p>
Poetry Week – learn poetry by heart	Poetry Week – learn poetry by heart	Poetry Week – learn poetry by heart	Poetry Week – learn poetry by heart
Spring			
<p>Class Reader; The Twits – Roald Dahl</p> <p>Additional texts Charlie and the Chocolate Factory – Roald Dahl The Magic Box Poem – Kit Wright Where the Wild Things Are – Maurice Sendak Leaflets about local area A World of food – Carl Warner</p>	<p>Class Reader; Charlotte’s Web – EB White</p> <p>Additional texts Non-fiction – Anglo Saxons Non – fiction – Sutton Hoo Poetry and non-fiction texts - Mountains and Volcanoes Diary – famous mountaineers</p>	<p>Class Reader; Lion the Witch and the Wardrobe – CS Lewis</p> <p>Additional texts Non-fiction text – Black Death and Peasants’ Revolt Dirty Beast poem – Roald Dahl James and the Giant Peach – Roald Dahl The Lost Thing – Shawn Tan Non-fiction reports – about political issues</p>	<p>Class Reader; Letters to the lighthouse – Emma Carroll</p> <p>Additional texts Titanic diaries Magazine articles Infographic research on environmental issues</p>



Reading Curriculum Progression Map 2019 - 2020

Summer																								
<p>Class Reader; Butterfly Lion – Michael Morpurgo</p> <p>Additional texts Leon and the Place Between – Angela McAllister Non –fiction text – The Water Cycle The Journey – Aaron Becker</p>	<p>Class Reader; Viking Boy – Tony Bradbury</p> <p>Additional texts Escape from Pompeii – Christina Balit Non – fictions – historical accounts Newspaper reports – volcanos Non-fiction – Vikings</p>	<p>Class Reader; Romeo and Juliet – Shakespeare</p> <p>Additional texts Allotment guides Reviews from tourist websites</p>	<p>Class Reader; Beetle Boy – M.G. Leonard</p> <p>Additional texts Rain Player – David Wisniewski Non –fiction – Ancient Greece research (books)</p>																					
Explicit Reading Skills Taught	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e2efda;"> <thead> <tr style="background-color: #4caf50; color: white;"> <th style="text-align: left;">Vipers heading</th> <th style="text-align: left;">Content Domain reference</th> <th style="text-align: left;">Content Domain Description</th> </tr> </thead> <tbody> <tr> <td>Vocabulary</td> <td>2a</td> <td>Give/explain the meaning of words in context</td> </tr> <tr> <td>Infer</td> <td>2d</td> <td>Make inference from the text/ explain and justify using evidence from the text.</td> </tr> <tr> <td>Predict</td> <td>2e</td> <td>Predict what might happen from the details stated and implied.</td> </tr> <tr> <td>Explain</td> <td>2f, 2g, 2h,</td> <td>Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text</td> </tr> <tr> <td>Retrieve</td> <td>2b</td> <td>Retrieve and record key information/key details from fiction and non-fiction</td> </tr> <tr> <td>Summarise</td> <td>2c</td> <td>Summarise main ideas from more than one paragraph</td> </tr> </tbody> </table>			Vipers heading	Content Domain reference	Content Domain Description	Vocabulary	2a	Give/explain the meaning of words in context	Infer	2d	Make inference from the text/ explain and justify using evidence from the text.	Predict	2e	Predict what might happen from the details stated and implied.	Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text	Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction	Summarise	2c	Summarise main ideas from more than one paragraph
Vipers heading	Content Domain reference	Content Domain Description																						
Vocabulary	2a	Give/explain the meaning of words in context																						
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.																						
Predict	2e	Predict what might happen from the details stated and implied.																						
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text																						
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction																						
Summarise	2c	Summarise main ideas from more than one paragraph																						



Reading Curriculum Progression Map 2019 - 2020

Year 3 & 4	Year 5 & 6
<p>Decoding Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Decoding Independently apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>
<p>Range of Reading Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Range of Reading Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books</p>
<p>Familiarity with texts Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books</p>	<p>Familiarity with texts 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 Identifying and discussing themes and conventions in and across a wide range of writing</p>
<p>Word meanings Using dictionaries to check the meaning of words that they have read</p>	<p>Word meanings Independently using dictionaries to check the meaning of words that they have read</p>
<p>Understanding 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 Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>Understanding 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 Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
<p>Inference Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Inference</p>



Reading Curriculum Progression Map 2019 - 2020

	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence across a page, chapter and whole text
Prediction Predicting what might happen from details stated and implied	Prediction Predicting what might happen from details stated and implied
Authorial Intent Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	Authorial Intent Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction Retrieve and record information from non-fiction Distinguish between statements of fact and opinion Retrieve, record and present information from nonfiction	Non-fiction Retrieve and record information from non-fiction Distinguish between statements of fact and opinion Retrieve, record and present information from nonfiction
Discussing reading Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Discussing reading Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, Provide reasoned justifications for their views