



## Seething and Mundham Reading Curriculum Map

### Intent:

We aim to develop a love of books and reading. We do this through a combination of using high quality, exciting texts in class, teaching decoding and comprehension skills effectively, working with parents to help develop reading opportunities and enjoyment at home and by providing a structured, progressive approach to supporting reading at home with decodable books and books for pleasure.

### Implementation:

Phonics - We follow the teaching as set out by the approved Systematic Synthetic Phonics Programme called Little Wandle Letters and Sounds. We identify and support children who find it difficult to keep up with the programme by running interventions sessions which have proved effective at closing the gaps.

Through our new, short burst reading sessions, taught three times a week, our children learn to delve deeper into their understanding of different texts. We teach the seven core reading comprehension skills –

- **Creating a visual** – use senses to create a mind picture, drama, freeze-framing, conscious alleys, creating pictures with colours or music. *Why is this visual important to the story? How does this visual help you to better understand the story?*
- **Making a connection** – think about the big ideas represented in the text, have contrasting and similar texts to share to show connections. *How does the theme connect to the other texts you have read? How does the story connect to the world? What is the author's message?*
- **Questioning** – teachers to model asking thin questions (you can point to the answer in the text) and thick questions (answer can be supported by the text). *Who? What? Where? When? Why? How?*
- **Determining importance** – students look for the main ideas and most important details, focus on events that lead to the solution of the problem and when a character changes, post-its for the key ideas as they read. *What was the problem? What was the solution to the problem? What events led to the solution of the problem? Did any of the characters change?*
- **Inferring** – students use background knowledge and clues in the text to make an inference (something that the author does not come right out and tell you), encourage them to consider 'why?' questions, thought bubbles from pictures of characters, role play, change words by covering with post-its and see what happens. *What new information are you able to figure out? Why do you think the character did.....? Why do you think the character said.....? Why do you think the author wrote this text?*
- **Synthesising** – students take the information from the text and tie it together, summarize the story, act as reporters, say who what where when why in short extract. *Can you summarize the story?*
- **Noticing the author's craft** – students evaluate the author's writing style, state what they did or did not like about the text, have extracts from the same author to compare and contrast, pick another book with the same theme but completely different style and show effect. *What part of the text did you like most/ least? Did the author use figurative language, humour or suspense? Would you read more books by this author?*



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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	<p>*say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>*read words consistent with their phonic knowledge by soundblending</p> <p>*read aloud simple sentences and books that are consistent with their phonic knowledge</p>	<p>*apply phonic knowledge to decode words</p> <p>*speedily read all 40+ letters/groups for 40+ phonemes</p> <p>*read accurately by blending taught GPC</p> <p>*read common exception words</p> <p>*read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>*read multisyllable words containing taught GPCs</p> <p>*read contractions and understand use of apostrophe</p> <p>*read aloud phonetically decodable texts</p>	<p>*secure phonic decoding until reading is fluent</p> <p>*read accurately by blending, including alternative sounds for graphemes</p> <p>*read multisyllable words containing these graphemes</p> <p>*read common suffixes</p> <p>*read most words quickly &amp; accurately without overt sounding and blending</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read and to understand the meaning of the new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>*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 they meet</p>	<p>*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 they meet</p>
<b>Range of reading</b>	<p>*listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</p> <p>*being encouraged to link what they read or hear read to their own experiences</p>	<p>*listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</p> <p>*being encouraged to link what they read or hear read to their own experiences</p>	<p>*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>*listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>*continuing 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>*making comparisons within and across books</p>	<p>*continuing 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>*making comparisons within and across books</p>
<b>Familiarity with texts</b>	<p>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them</p> <p>*recognising and joining in with predictable phrases</p>	<p>*becoming very 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>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>*recognising simple recurring literary language in stories and poetry</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>*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>*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>*identifying and discussing themes and conventions in and across a wide range of writing</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>*identifying and discussing themes and conventions in and across a wide range of writing</p>
<b>Poetry and performance</b>	<p>*learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>*learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>*continuing 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>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</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>*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>
<b>Word meanings</b>	<p>*use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</p>	<p>*discussing word meanings, linking new meanings to those already known</p>	<p>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>*discussing their favourite words and phrases</p>	<p>*using dictionaries to check the meaning of words that they have read</p>	<p>*using dictionaries to check the meaning of words that they have read</p>		



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<b>Understanding</b>	*demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*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	*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	*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	*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
<b>Inference</b>		*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<b>Prediction</b>	Anticipate (where appropriate) key events in stories	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
<b>Authorial intent</b>				*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure and presentation contribute to meaning	*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	*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
<b>Non-fiction</b>			*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
<b>Discussing reading</b>	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	*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	*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