



# St William of York Primary School Reading Curriculum Map

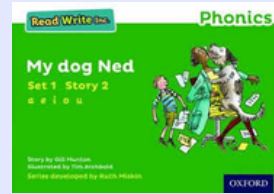
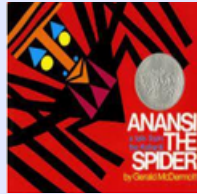
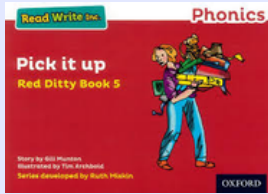


Year  
Group

Autumn

Spring

Summer



EYFS

**Class Texts: See Core Texts Map**

**Phonics: Coloured Books based on Assessment**

- Demonstrate understand of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary
- Anticipate, where appropriate, key events in stories
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

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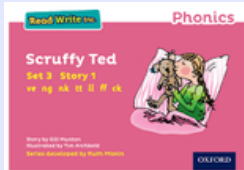
Year  
Group

Autumn

Spring

Summer

One



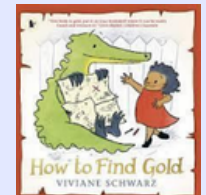
English Class Texts: see Core Texts Map  
Phonics: Coloured Books based on Assessment

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes for all 40+ phonemes
- Read accurately by blending sounds in unfamiliar words containing GPCs taught
- Being encouraged to link what they read or hear to their own experiences
- Becoming familiar with key stories, traditional tales, fairy stories
- Recognising and joining in with predictable phrases
- Participate in discussion about what is read to them, taking turns and listening
- Explain clearly their understanding of what is read to them



English Class Texts: see Core Texts Map  
Phonics: Coloured Books based on Assessment

- Read common exception words
- Words containing endings: s, es, ing, ed, er, est
- Read other words of more than one syllable
- Read words with contractions and apostrophes
- Develop pleasure in reading, motivation to read, vocabulary and understanding
- Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing words and meanings, linking new meanings to those already known
- Understand texts they can read by drawing on what they already know or on background information and vocabulary provided by the teacher
- Understand texts by discussing the title and events



English Class Texts: see Core Texts Map  
Phonics: Coloured Books based on Assessment

- Read books aloud, accurately, that are consistent with their developing their phonics knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading
- Listen to and discuss a wide range of texts
- Understand texts they can read by checking that the text makes sense to them and self correcting
- Understand by making inferences
- Understand by predicting what might happen based on what has been read so far



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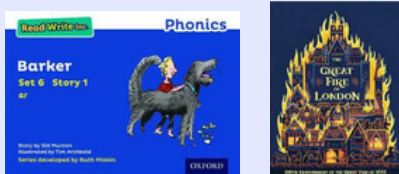
Year  
Group

Autumn

Spring

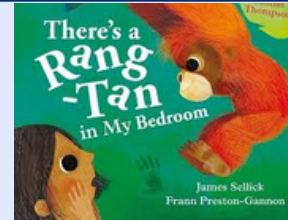
Summer

Two



**English Class Texts:** see Core Texts Map  
**Phonics: Coloured Books based on assessment**

- Continue to apply phonic knowledge and skills until automatic decoding is embedded and reading is fluent
- Read accurately by blending the sounds in words that contain graphemes taught so far
- Read accurately words of two or more syllables
- Discuss the sequence of events in books and how items are related
- Being introduced to non-fiction books structured in different ways
- Recognising simple recurring literary language
- Discussing favourite words and phrases
- Checking it makes sense to them as they read and correctly inaccurate reading
- Join in discussion about books that are read to them and books they can read to themselves



**Guided Reading: There's a Rang Tang in my Bedroom**

- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound
- Read most words quickly and accurately without overt sounding out
- Develop pleasure in reading and motivation in reading
- Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Discussing meanings of words, linking new meanings to known vocabulary
- Learn more poems by heart
- Understand books they can read by answering and asking questions
- Predict what might happen on the basis of what has been read so far



**Guided Reading: Anna Hibiscus  
The Spider and the Fly  
Rabbit & Bear**

- Read aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading
- Listening to, discussing and expressing views about a range of texts
- Drawing on what they already know or on background information provided by teacher
- Making inferences on the basis of what is being said and done
- Explain their understanding of books they listen to and read themselves



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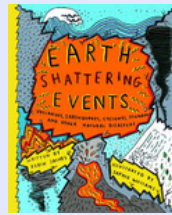
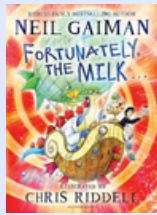
Year  
Group

Autumn

Spring

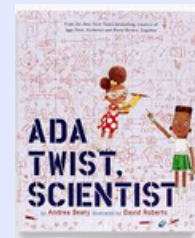
Summer

Three



**Fortunately the Milk**  
**Earth Shattering Events**  
**Carol Ann Poems**

- Begin to understand root words, suffixes and prefixes
- Read many exception words
- Use dictionaries to check the meaning of words that they have read in Yr3 texts
- Discuss words and phrases that capture the reader's interest and imagination
- Prepare poems and playscripts and read aloud showing intonation etc.
- Recognise some different forms of poetry
- Identify main ideas drawn from more than one paragraph and summarise these
- Retrieve and record information from non-fiction



**Cakes in Space**  
**Ada Twist**

- Listen to and discuss a growing range of texts: fiction, poetry, plays etc.
- Develop positive attitudes to reading and understanding of what they read within Yr3 texts
- Checking that the text makes sense to them, discussing understanding and explaining the meaning of words in context
- Asking questions to improve their understanding
- Predict what might happen from detailed stated and implied
- Participate in discussion about Yr3 books that are read to them and that they can read for themselves



**Monster Slayer**  
**Wolves**

- Read books from the Yr3 Curriculum that are structured in different ways and reading for a range of purposes
- Increase familiarity with a wide range of Yr3 books
- Identify themes and conventions in a wide range of Yr3 books
- Draw inferences such as inferring characters' feelings, thoughts, motives and justifying inferences with evidence
- Identify how language, structure, and presentation contribute to meaning



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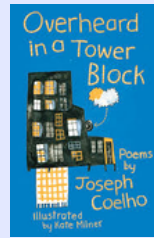
Year  
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Autumn

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Four



**Varjak Paw**

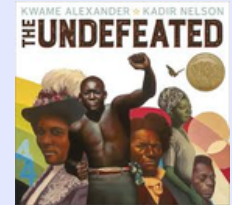
**Overheard in the Tower Block  
How the Lighthouse Works**

- Apply their knowledge of root words and prefixes/suffixes to read aloud and understand the meaning of new words
- Use dictionaries to check meaning of words
- Discuss words and phrases that capture the reader's interest and imagination
- Check that the text makes sense to them, discussing understanding and explaining meanings of words
- Retrieve and record information from non-fiction using Yr4 texts
- Prepare poems to read and perform
- Recognise some different forms of poetry covered in the Yr4 curriculum



**Polar Bear Explorer's Club**

- Read further exception words
- Read books from the Yr4 curriculum that are structured in different ways and reading for a range of different purposes
- Increase familiarity with a wide range of texts retelling some orally
- Predict what might happen
- Identify main ideas drawn from more than one paragraph and summarise these
- Participate in discussion about Yr4 books that are read to them and those they can read for themselves, taking turns and listening to what others say



**Mr Penguin and the Lost Treasure  
The Undefeated**

- Listen to and discuss a wide range of texts
- Develop positive attitudes to reading and understanding of what they read in Yr4 texts
- Identify themes and conventions in a wide range of Yr4 books
- Asking questions to improve their understanding
- Draw inferences such as inferring characters' thoughts, feelings, motives from their actions
- Justify inferences with evidence



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Year  
Group

Autumn

Spring

Summer

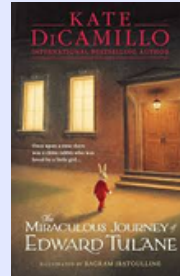
Five



**Cosmic**

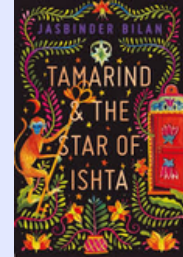
**Who Let the Gods Out**

- Apply knowledge of root words, suffixes and prefixes
- Develop positive attitudes to reading and understanding of what they read within Yr5 texts
- Check a text makes sense to them and discuss understanding
- Asking questions to improve understanding
- Make predictions from details stated and implied in a Yr5 text
- Summarising the main ideas
- Provide justified reasons for their views



**The Miraculous Journey of Edward Tulane**  
**Story of the Titanic**

- Read texts that are structured in different ways
- Recommend books to their peers
- Identify and discuss themes in texts
- Learning and wider range of poetry by heart
- Preparing poems/plays to read aloud
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors' use language and the impact on the reader
- Retrieve, record and present information from non-fiction using Yr5 texts



**The Listeners**  
**Suffragette**

**Tamarind and the Star**

- Read and discuss a wide range of Yr5 texts
- Making comparisons within and across books covered in Yr5
- Draw inferences such as inferring characters' thoughts, feelings, motives, actions.
- Participate in class discussions about Yr5 books that they can read, building on their own and others' ideas and challenging views courteously
- Explain their reading through formal presentations and debates



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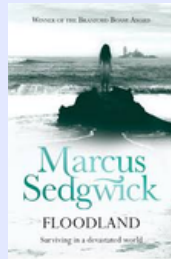
Year  
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Autumn

Spring

Summer

Six



**The Eye of the Wolf**  
**Floodland**

- Apply knowledge of root words, suffixes and prefixes
- Develop positive attitudes to reading and understanding of what they read within Yr6 texts
- Check a text makes sense to them and discuss understanding
- Asking questions to improve understanding
- Make predictions from details stated and implied in a Yr6 text
- Summarising the main ideas
- Provide justified reasons for their views



**Letters from the Lighthouse**  
**Poems from WW1**  
**Black & British**

- Read texts that are structured in different ways
- Recommend books to their peers
- Identify and discuss themes in texts
- Learning and wider range of poetry by heart
- Preparing poems/plays to read aloud
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors' use language and the impact on the reader
- Retrieve, record and present information from non-fiction using Yr6 texts



**The Grimms' Tales**  
**Darwin's Voyage of Discovery**

- Read and discuss a wide range of Yr5 texts
- Making comparisons within and across books covered in KS2
- Draw inferences such as inferring characters' thoughts, feelings, motives, actions.
- Participate in class discussions about Yr6 books that they can read, building on their own and others' ideas and challenging views courteously
- Explain their reading through formal presentations and debates