

Ridgmont Lower School Curriculum Cohesion Map ~ English Reading

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC 	<ul style="list-style-type: none"> • Secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	

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Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range of reading	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read • being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Familiarity with texts	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular 	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding 	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding

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	characteristics • recognising and joining in with predictable phrases	language in stories and poetry	• recognising some different forms of poetry	• recognising some different forms of poetry	through intonation, tone and volume so that the meaning is clear to an audience	through intonation, tone and volume so that the meaning is clear to an audience
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry and Performance	• learning to appreciate rhymes and poems, and to recite some by heart	• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry	• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry	• 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	• 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
Word Meanings	• discussing word meanings, linking new meanings to those already known	• discussing and clarifying the meanings of words, linking new meanings to known vocabulary	• using dictionaries to check the meaning of words that they have read	• using dictionaries to check the meaning of words that they have read	<i>This is intentionally blank</i>	

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			<ul style="list-style-type: none"> • discussing their favourite words and phrases 				
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant question, comment and actions when being read to and during whole class discussions and small group interactions • Make comments about what 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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	<p>they have heard and ask questions to clarify their understanding</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during 					support the main ideas	support the main ideas
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	role-play						
Inference		<ul style="list-style-type: none"> • discussing the significance of the title and events • making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied
Authorial Intent	<i>This is intentionally blank</i>	<i>This is intentionally blank</i>	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation 	<ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including 	<ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including

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			contribute to meaning	contribute to meaning	figurative language, considering the impact on the reader	figurative language, considering the impact on the reader
Non-fiction	<i>This is intentionally blank</i>	<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussing Reading	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

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		both those that they listen to and those that they read for themselves			understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views
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