

Primary Phase Curriculum Map 2022-23



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Subject Area:

Reading

Intent:

At William Hulme's, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. Our children will:

- Become fluent, confident and expressive readers who have both the skill and the will to read effectively
- Read with enjoyment across a range of genres
- Read for pleasure as well as for information
- Read and respond to a wide range of different types of literature
- Understand the layout and how to use different genres and text types
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy
- Build their bank of sight words to enable fluent reading
- Have an interest in words and their meanings, developing a rich and varied vocabulary
- Understand and respond to literature drawn from a range of cultures and literary heritage

Our school understands the challenge that exists between teaching children to be fluent readers whilst ensuring that we support them to develop a life-long love of reading. Our reading curriculum is designed to achieve a balance between develop the Instructional Agenda (the skill) and the Pleasure Agenda (the will). This policy intends to promote a love of reading for all pupils whilst creating life-long readers who have the skills to access all areas of the curriculum with independence and confidence so that they go on to be successful in Key Stage 3 and beyond.

Our reading curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum by providing access to a diverse range of texts including those which promote different socio-economic backgrounds, disabilities, religions and cultures, and periods of history.

Our curriculum:

- A cycle of whole class lessons, using a wide range of different texts, including: vocabulary and background knowledge work, focussed questions based on one reading domain and mixed questions based on the domains the children have previously learnt.
- Question stems are used to inform questions based on each reading domain.

Reading Domain Progression

Reading Domain	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Decode	<p>To show an awareness of rhyme and alliteration.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To give the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs.</p> <p>To read words containing -s, - es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their 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>To apply their 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>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their 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>To 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 their meaning through contextual cues.</p>	<p>To read with fluency across a wide range of increasingly challenging texts across a range of subjects and for a range of purposes.</p>
Enjoy	To listen to stories with increasing attention and	To listen to and discuss a wide range of fiction,	To participate in discussion about books, poems and	To recognise, listen to and discuss a wide range of	To read, listen to and discuss texts	To participate in discussions about books that are	To read for pleasure, discussing,	To develop an appreciation and love of reading and

	<p>recall, anticipating key events and phrases in rhymes and stories.</p> <p>To enjoy an increasing range of books and follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p>	<p>other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with, and to retell, a wide range of stories, fairy stories and traditional tales.</p>	<p>fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>for a range of purpose.</p>	<p>read to them and those they can read for themselves, building on their own, and others' ideas, and challenging views</p>	<p>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.</p>	<p>read increasingly challenging material independently.</p>
Retrieve	<p>To answer simple recall questions verbally about known stories and can retell simple past events.</p> <p>To answer simple recall questions verbally about stories they can follow without pictures and prompts</p>	<p>To verbally explain their understanding of what is being read to them by answering simple questions about what has just happened.</p>	<p>To explain their understanding of what they have read themselves by answering simple questions about what has just happened.</p>	<p>Begin to use skimming and scanning to retrieve and record details from fiction and non-fiction, using some quotations.</p>	<p>To use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses.</p>	<p>To use skimming, scanning and reading before and after to retrieve and record information, using evidence from a larger part of the text.</p>	<p>To use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text.</p>	<p>To use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text.</p>
Define	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To use vocabulary and forms of speech that are increasingly</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>To explain the meaning of words in context.</p>	<p>To explain the meaning of words in context.</p>	<p>To explain the meaning of words in context.</p>	<p>To learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p>

	influenced by their experiences of books.							
Infer	<p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	Begin to make simple inferences about what has happened.	Make simple inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues	To understand increasingly challenging texts through making inferences that are strongly based on and make reference to evidence in the text.
Sequence/ Summarise	<p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books and follow a story without pictures or props.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail.</p> <p>To use the language of sequencing: First Next Beginning Middle End</p>	<p>To become increasingly familiar with, and to retell, a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To discuss and number the sequence of events in books and how items of information are related.</p> <p>To begin to identify main ideas drawn from the text summarise these.</p>	To identify main ideas drawn from more than one paragraph and summarise these.	To identify main ideas drawn from more than one paragraph and to summarise these.	To draw out key information and to summarise the main ideas in a text.	To draw out key information and to summarise the main ideas in a text.
Predict	To suggest how a story might end.	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).	To understand increasingly challenging texts through making predictions that are strongly based on and make reference to evidence in the text.
Relate			To discuss their favourite words and phrases.	To discuss their favourite words and phrases and how these have an	Start to identify how language, structure and presentation help	To identify how language, structure and presentation	To identify how language, structure and presentation	To identify how language, structure and presentation

				effect on the text's meaning.	the meaning of a text.	help the meaning of a text.	help the meaning of a text.	help the meaning of a text.
Explore				To discuss authors' choice of words and phrases for effect.	Discussing words and phrases that capture the reader's interest and imagination and beginning to justify our opinions	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To 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.	To understand increasingly challenging books through knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
Compare	To link what they have read to their own experiences.	To link what they have read or have read to them to their own experiences.	To make links between the text they are reading and other texts they have read (in texts that they can read independently).	Beginning to make simple comparisons within texts and between texts.	Making simple comparisons within texts and between texts. To 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).	To 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.	To 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. To compare characters, settings and themes within a text and across more than one text.	To read critically through making critical comparisons across texts.

Long Term Plan

EYFS	
	<p>Children in EYFS are provided with daily reading opportunities where they are engaged actively in stories, non-fiction, rhymes and poems. They are provided with extensive opportunities to use and embed new words in a range of contexts. Through conversation, storytelling and role play, children share their ideas with support and modelling. Questioning is used to invite children to elaborate and become comfortable in using a rich range of vocabulary and language structures.</p> <p>Children are immersed in a wide range of books in order to begin and develop a life-long love of reading. The teaching of reading consists of two dimensions: language comprehension and word reading. In Nursery children listen and respond to a wide range of books linked to their interests alongside texts to support the development of vocabulary. They fine tune their listening skills to begin distinguishing environmental sounds. Skilled letter and word reading begins in Reception where children follow a synthetic phonics scheme called Read write inc. This involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p>

Within each year group, each reading domain is taught explicitly, allowing children to gain a deeper understanding of each skill. The domains are repeated throughout the year, ensuring deliberate practise takes place to enable retention of knowledge. The domains of explore, summarise and relate are introduced in KS2. Compare is introduced towards the end of Year 2, to expose all children to the skill needed for Greater Depth.

The domains should be covered through a range of high-quality texts. Extracts can be used but teachers should choose 'real life' examples wherever possible.

Each half term, each class should cover at least:

- 2 x narrative (fiction)
- 2 x non-fiction
- 1 x poetry

Over the course of a year, teachers ensure that their class have been exposed to a range of the text types below, as appropriate for the reading domain they are teaching.

1. Narrative	2. Non-fiction	3. Poetry
Adventure Mystery Science Fiction Fantasy Historical fiction Contemporary fiction Dilemma Stories Dialogue, Play scripts, film narratives Myths Legends Fairy tales Fables Traditional tales guidance	Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts	Free verse Visual poems Structured poems
























(National Literacy Trust, 2017)

In Year 1 and in the Autumn term of Year 2, children are exposed to the domains through 2 'book talk' sessions a week in addition to daily Phonics lessons, before moving onto whole class reading sessions following the lesson design from Autumn 2 of Year 2.





















Year 1	W1	W2	W3	W4	W5	W6	W7
Autumn 1	Retrieve 	Retrieve 	Retrieve 	Retrieve 	Define 	Define 	Sequence 
Autumn 2	Retrieve 	Retrieve 	Define 	Define 	Short week – read for pleasure	Sequence 	Sequence 
Spring 1	Short week – read for pleasure	Retrieve 	Retrieve 	Define 	Define 	Predict 	Sequence 
Spring 2	Retrieve 	Retrieve 	Define 	Sequence 	Retrieve 		
Summer 1	Retrieve 	Define 	Infer 	Infer 	Predict 	Retrieve 	
Summer 2	Retrieve 	Define 	Infer 	Sequence 	Retrieve 	Predict 	Revision choice





























Retrieve, Define, Sequence, Predict as plenary in every lesson

Year 2	W1	W2	W3	W4	W5	W6	W7
Autumn 1	Retrieve 	Retrieve 	Infer 	Infer 	Sequence 	Predict 	Define 
Autumn 2	Retrieve 	Retrieve 	Infer 	Infer 	Short week – read for pleasure	Sequence 	Define 
Spring 1	Short week – read for pleasure	Retrieve 	Infer 	Sequence 	Infer 	Predict 	Revision choice
Spring 2	Retrieve 	Infer 	Define 	Sequence 	Compare 		
Summer 1	Retrieve 	Infer 	Sequence 	Revision choice	Revision choice	Compare 	
Summer 2	Retrieve 	Infer 	Retrieve 	Define 	Predict 	Sequence 	Revision choice

Year 3	W1	W2	W3	W4	W5	W6	W7
Autumn 1	Retrieve 	Infer 	Define 	Sequence 	Predict 	Retrieve 	Revision choice
Autumn 2	Retrieve 	Infer 	Explore 	Sequence 	Short week – Read for pleasure	Compare 	Define 
Spring 1	Short week – Read for pleasure	Retrieve 	Infer 	Define 	Predict 	Relate 	Revision choice
Spring 2	Retrieve 	Infer 	Explore 	Summarise 	Predict 		
Summer 1	Retrieve 	Infer 	Define 	Summarise 	Predict 	Compare 	
Summer 2	Retrieve 	Infer 	Explore 	Summarise 	Predict 	Relate 	Revision choice

Year 4	W1	W2	W3	W4	W5	W6	W7
Autumn 1	Retrieve 	Retrieve 	Infer 	Infer 	Define 	Summarise 	Predict 
Autumn 2	Retrieve 	Infer 	Explore 	Infer 	Short week – Read for pleasure	Summarise 	Relate 
Spring 1	Short week – Read for pleasure	Retrieve 	Infer 	Define 	Relate 	Infer 	Compare 
Spring 2	Retrieve 	Infer 	Explore 	Compare 	Predict 		
Summer 1	Retrieve 	Infer 	Define 	Relate 	Infer 	Summarise 	
Summer 2	Retrieve 	Infer 	Explore 	Compare 	Predict 	Summarise 	Revision choice

Year 5	W1	W2	W3	W4	W5	W6	W7
Autumn 1	Retrieve 	Retrieve 	Infer 	Infer 	Define 	Explore 	Predict 
Autumn 2	Retrieve 	Infer 	Define 	Compare 	Short week – Read for pleasure	Summarise 	Predict 
Spring 1	Short week – Read for pleasure	Retrieve 	Infer 	Explore 	Infer 	Relate 	Summarise 
Spring 2	Retrieve 	Infer 	Define 	Compare 	Summarise 		
Summer 1	Retrieve 	Infer 	Explore 	Relate 	Infer 	Predict 	
Summer 2	Retrieve 	Infer 	Define 	Compare 	Summarise 	Predict 	Revision choice

In Year 6,   are covered through book talk in reading spine and in the transition unit at the end of the year.								
Year 6	W1	W2	W3	W4	W5	W6	W7	
Autumn 1	Retrieve 	Infer 	Define 	Summarise 	Compare 	Retrieve 	Infer 	
Autumn 2	Retrieve 	Infer 	Explore 	Define 	Short week – Read for pleasure	Retrieve 	Infer 	
Spring 1	Short week – Read for pleasure	Retrieve 	Infer 	Summarise 	Compare 	Retrieve 	Infer 	
Spring 2	Retrieve 	Infer 	Summarise 	Define 	Explore 			
Summer 1	SATS tests and transition unit begins.							
Summer 2	Transition unit based on transition text. Work banked on PowerPoint.  							

KS3

Pupils reading skills from KS1 and 2 are built upon as they are taught to develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.

The range includes high-quality works from:

- English literature, both pre-1914 and contemporary, including prose, poetry and drama
- Shakespeare (two plays)
- seminal world literature

Children will understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.

Children will read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.