



## English Reading

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children. At Fulfen it is our belief that every child regardless of background can leave our school with the ability to read fluently. We aim to achieve this by developing a love of reading as soon as children start school. We believe that children do not just become readers: fluency and enjoyment are the result of careful teaching and frequent practice. As a result, we ensure that reading is at the heart of everything that we do.

Our thoughtful and imaginative readers will acquire the skills to:

- have a love of books, striving to develop a personal collection of texts that they have read.
- link what they have read/are reading to their own experiences and their understanding of the wider world.
- want to read aloud, reading with expression and clarity – using tone, intonation and expression to show their understanding of a text.
- continuously make predictions regarding the text that they are reading, developing a wider collection of aspects to base predictions on as they develop through school.
- continually be justifying their thoughts and feelings on a text through specific examples from what they have read.
- ask regular questions to help develop their understanding of a text.
- continuously infer the feelings of a character and – as they develop their skill – begin inferring the thoughts, actions and motives.
- develop their own personal taste in books and texts, building their own opinions and values on specific text types.
- distinguish the differences between fiction and non-fiction texts, recalling features from each but acknowledging the importance of both text types.
- develop the skills of skimming and scanning to retrieve information from texts quickly – developing a recognition as to the importance of this skill for later life.
- be confident in summarising different parts of the text, taking modelling from their teachers to base their summarising skills.
- **always consider the impact of what the author has written.** How has the author made me feel as a reader? How can I implement this into my writing.

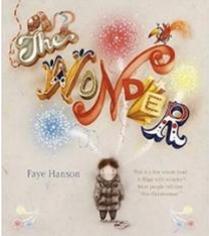
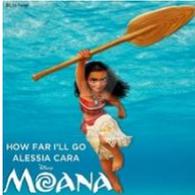
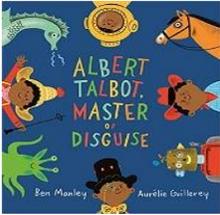
Please note that Greater Depth objectives are in bold for each year group.

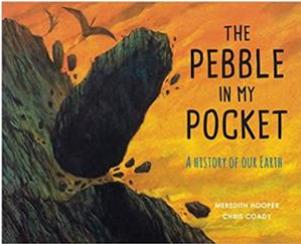
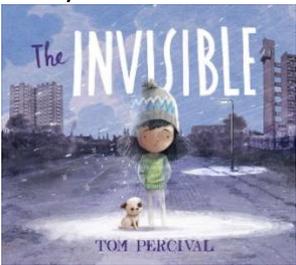
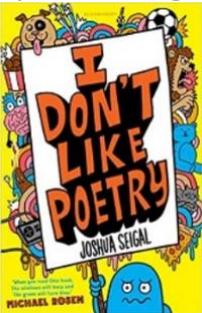
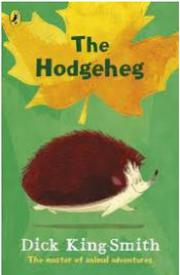
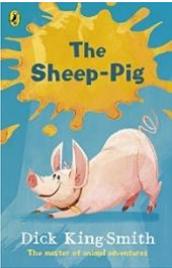
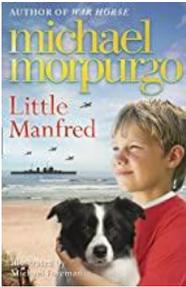
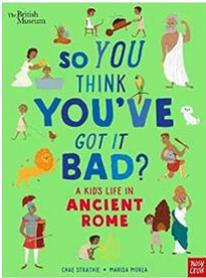
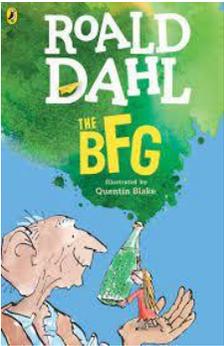
## READING CURRICULUM MAP

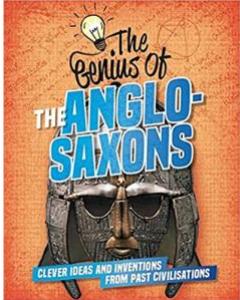
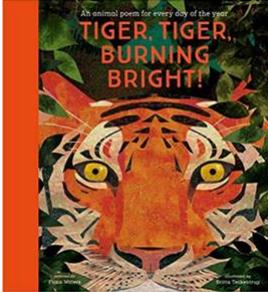
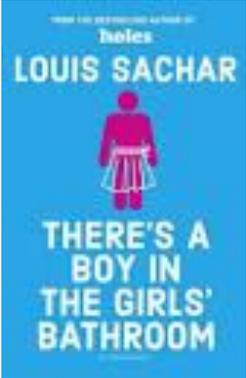
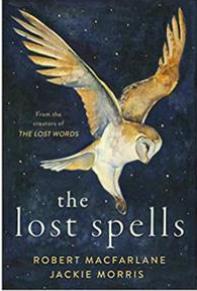
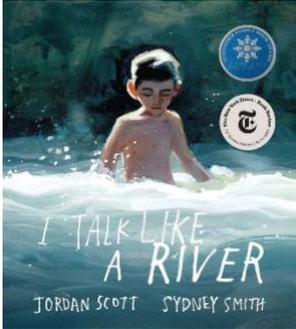
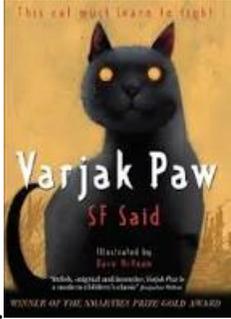
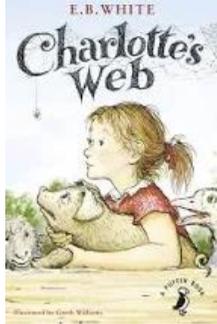
EYFS – Am meeting with NC to complete this part after Easter – will let you know how we get on 😊

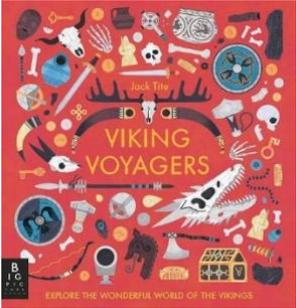
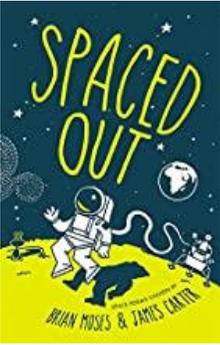
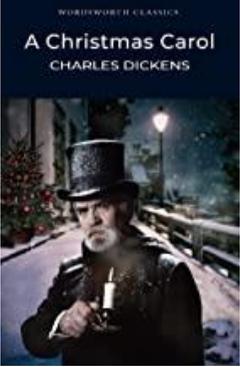
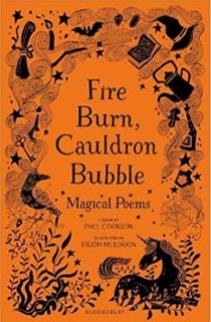
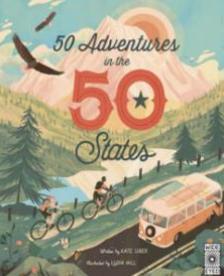
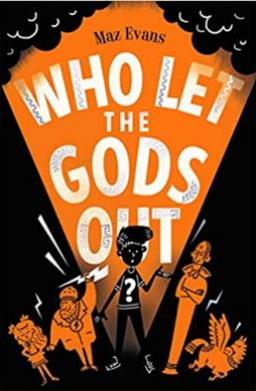
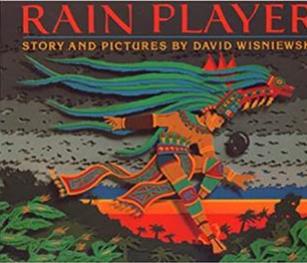
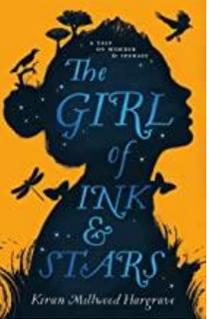
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Themes						
Non-Fiction	 <p><u>Rocket Phonics</u> Year 1 Guided Reading is grouped in ability per attainment of GPCs. Then appropriately pitched decodable texts are used.</p>					
Fiction						
Poetry						

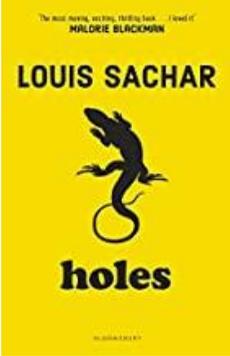
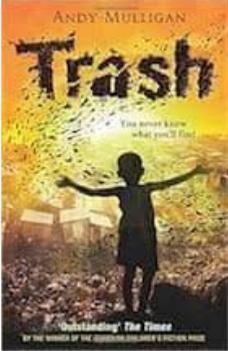
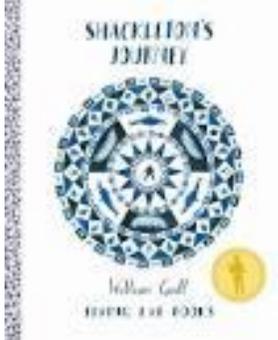
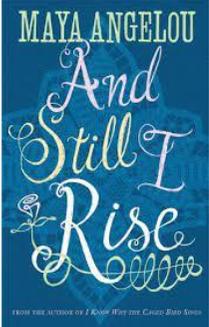
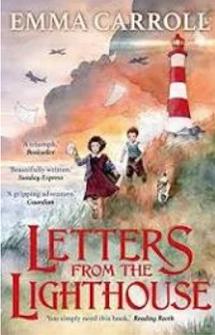
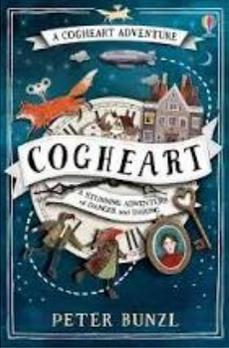
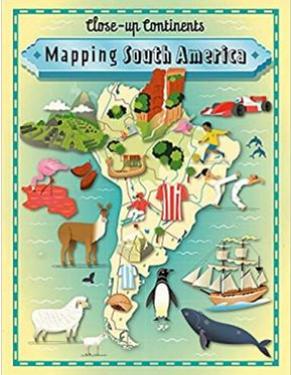
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Themes	Nurses - a comparison Plants	Mapping the World Plants	<i>The UK Materials</i>	<i>Changes through Time Materials</i>	Space Exploration Animals inc Humans	Weather Animals inc Humans
Non-Fiction	 <p><u>Rocket Phonics</u> Year 1 Guided Reading is grouped in ability per attainment of GPCs. Then appropriately pitched decodable texts are used.</p>					
Fiction						
Poetry						

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Themes</b>	The Plague & Gunpowder Plot Rosa Parks Materials	The UK	Australia Animals inc Humans	Great Fire of London Samuel Pepys	Local History & Dr Johnson Living Things & Habitats	Climate
<b>Texts for Guided Reading</b>	<p><u>Rocket Phonics</u></p> <p>Year 2 Guided Reading is grouped in ability per attainment of GPCs. Then appropriately pitched decodable texts are used. Whole Class Guided Reading begins in Autumn 2</p> 	<p><b>Non-Fiction</b></p> <p>Usborne Lift-the-Flap Questions and Answers About Plastic: 1 By Katie Daynes</p>  <p><b>Poetry</b></p> <p>When We Were Very Young and Now We're Six By A.A Milne</p> 	<p><b>Fiction</b></p> <p>The Last Wolf By Mini Grey Compare with: Little Red Riding Hood</p>  <p>The Wonder By Faye Hanson</p> 	<p><b>Poetry</b></p> <p>Song from Moana</p>  <p>'How Far I'll Go' By Auli'i Cravalho</p> <p><b>Non-Fiction</b></p> <p>Creature Features By Natasha Durley</p> 	<p><b>Fiction</b></p> <p>Albert Talbot Master of Disguise By Ben Manley</p>  <p><b>Fiction</b></p> <p>We're Going to Find the Monster By Malorie Blackman Compare with: We're Going on a Bear Hunt By Michael Rosen</p> 	<p><b>Fiction</b></p> <p>The Magic Faraway Tree By Enid Blyton</p> 

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Themes	Stone Age	Volcanoes & Earthquakes	Maps around the World	Iron Age	Roman Impact on Britain	The UK
Texts for Guided Reading	<p data-bbox="324 486 488 513"><b>Non-Fiction</b></p> <p data-bbox="291 523 521 592">The Pebble in My Pocket</p> <p data-bbox="271 603 542 630">By Meredith Hooper</p>  <p data-bbox="360 925 454 952"><b>Fiction</b></p> <p data-bbox="324 962 490 989">The Invisible</p> <p data-bbox="302 1000 512 1027">By Tom Percival</p> 	<p data-bbox="683 486 777 513"><b>Poetry</b></p> <p data-bbox="609 523 851 630">I Don't Like Poetry (use a selection of poems)</p> <p data-bbox="622 641 837 668">By Joshua Seigal</p>  <p data-bbox="591 995 871 1064">Lord Alfred Tennyson 'The Eagle'.</p> 	<p data-bbox="1003 486 1097 513"><b>Fiction</b></p> <p data-bbox="934 523 1176 671">The Hedgehog compare with The Sheep Pig</p> <p data-bbox="934 641 1176 668">By Dick King Smith</p>  	<p data-bbox="1328 486 1422 513"><b>Fiction</b></p> <p data-bbox="1234 523 1516 592">Little Manfred</p> <p data-bbox="1234 563 1516 590">By Michael Morpurgo</p> 	<p data-bbox="1615 486 1778 513"><b>Non-Fiction</b></p> <p data-bbox="1563 523 1845 671">So You Think You've Got It Bad? A Kid Life in Ancient Rome</p> <p data-bbox="1608 641 1800 668">Chae Strathie</p> 	<p data-bbox="1973 486 2067 513"><b>Fiction</b></p> <p data-bbox="1928 523 2121 592">The BFG</p> <p data-bbox="1928 563 2121 590">By Roald Dahl</p> 

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Themes</b>	Anglo Saxons	European Study	<i>Local Geography Study</i>	Egyptians	<i>Local History – Coalmining</i>	Water Cycle & Climate Change
<b>Texts for Guided Reading</b>	<p><b>Non-Fiction</b> The Anglo-Saxons: Clever Ideas and Invention From Past Civilisations By Izzi Howell</p>  <p><b>Poetry</b> Tiger, Tiger Burning Bright By Fiona Waters</p> 	<p><b>Fiction</b> There's a Boy in the Girls Bathroom By Louis Sachar</p> 	<p><b>Poetry</b> The Lost Spells By Robert Macfarlane</p>  <p><b>Fiction</b> I Talk Like A River By Jordan Scott</p> 	<p><b>Fiction</b> Varjak Paw By SF Said</p> 		<p><b>Fiction</b> Charlotte's Web By E. B White</p> 

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Themes</b>	Vikings	Rivers and Mountains	<i>North American Study</i>	<i>Ancient Greeks</i>	Mayan Civilisation	Study of Mexico
<b>Texts for Guided Reading</b>	<p data-bbox="304 320 512 427"><b>Non-Fiction</b> Viking Voyagers By Jack Tite</p>  <p data-bbox="275 788 542 932"><b>Poetry</b> Spaced Out By James Carter and Brian Moses</p> 	<p data-bbox="607 304 860 411"><b>Fiction</b> The Journey By Francesca Sanna</p>  <p data-bbox="611 719 855 791">A Christmas Carol By Charles Dickens</p> 	<p data-bbox="920 304 1196 448"><b>Poetry</b> Fire Burn, Cauldron Bubble: Magic Poems By Paul Cookson</p>  <p data-bbox="920 823 1196 1015"><b>Non-Fiction</b> 50 Adventures in the 50 States By Kate Siber and Lydia Hill</p> 	<p data-bbox="1234 304 1527 411"><b>Fiction</b> Who Let The Gods Out By Maz Evans</p> 	<p data-bbox="1570 304 1845 411"><b>Fiction</b> Rain Player By David Wisniewski</p>  <p data-bbox="1585 719 1816 871"><b>Fiction</b> The Viewer By Gary Crew and Shaun Tan</p> 	<p data-bbox="1906 304 2145 491"><b>Fiction</b> The Girl of Ink and Stars By Kiran Millwood Hargrave</p> 

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Themes	Victorians	South America	<i>Biomes &amp; Climate</i>	WW2	Own Projects	Maps & Grid References
Texts for Guided Reading	<p data-bbox="304 300 510 408"><b>Fiction</b> Holes By Louis Sachar</p>  <p data-bbox="293 807 519 874">Tell Me Tell Me By Charles Causley</p> 	<p data-bbox="622 300 837 408"><b>Fiction</b> Trash By Andy Milligan</p> 	<p data-bbox="913 300 1191 408"><b>Fiction</b> Shackleton's Journey By William Grill</p>  <p data-bbox="943 759 1167 868"><b>Poetry</b> Still I Rise By Maya Angelou</p> 	<p data-bbox="1267 300 1482 443"><b>Fiction</b> Letters From the Lighthouse By Emma Carroll</p> 	<p data-bbox="1603 300 1796 408"><b>Fiction</b> Cogheart By Peter Bunzl</p> 	<p data-bbox="1921 300 2123 443"><b>Non-Fiction</b> Mapping South America By Paul Rockett</p> 

## Reading Progression Map KS1

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying
Year 1	In Year 1, children should read confidently by decoding - using the sounds they have been taught so far.  They should also have a growing number of words they can read on their own instantly.	Based on what they have just read or listened to, children should be able to answer simple questions about what happened in the story.	When making predictions, children in Year 1 should be making them based on the story and on their own life experience.  They can begin to explain these ideas verbally or through pictures.	Children should be making inferences about characters' feelings using what they say and do in a book to help justify their ideas.	Children can generate literal recall questions.  They are taught how to ask questions before, during and after reading by the teacher and this should be developed regularly throughout the year.	Children should be retelling and ordering events from the text.  They should also begin to discuss how events in books are linked.	Children discuss new word meanings and link them to words they already know.
	<b>Key Questions</b>						<b>Vocabulary</b>
	What has the character said that makes you think this? How do you think the character is feeling? Why? What do you think might happen next? Have you got any of your own questions about the book? Have you had any of your own experience like the character in the book?				<b>Can you give examples from the text to explain why you think this?</b> <b>Why do you think the character chose to do this? Can you find anywhere in the text to show this?</b> <b>What is your favourite type of book and why?</b> <b>Can you find any extra information from this non-fiction text?</b> <b>Can you retell the story and show your understanding of the characters?</b>		Guess, predict, feelings, speech, decoding, guess, order, events, links, recall, beginning, middle, end.

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying
Year 2	Children in Year 2 should be reading at a speed of 90 words per minute.  Children should also develop expression when reading aloud, particularly where characters are speaking in a story.	Children in Year 2 should have regular chances to read on their own; and should then explain their understanding of reading by answering simple questions based on what they have just read.	Children will make predictions using their own knowledge as well as what has happened in a text so far to make logical predictions.  These predictions must be accompanied by explanations.	Children should make inferences about characters' feelings using what they say. However, developing from Year 1, they should infer basic points and begin, with support, to pick up on more subtle references.	Children generate literacy recall questions of their own which go with the text they are reading before, during and after reading.  Children can use their own question words and begin to be able to change their questions as they progress through the text	Children need to be retelling and ordering events from the text. They also should begin to discuss how events are linked together.  Developing from Year 1, they are able to focus on the main content of the story and use this as a basis for their activities.	Children begin to find the meaning of new words using the context of the sentence.  They use pictures to help support this skill.
	<b>Key Questions</b>						<b>Vocabulary</b>
	What has happened in the story so far? How can you use what has happened in the story to justify your prediction? How can we order this book? What is the main part of the story? Do you have any questions about the text? How do you think the character is feeling? What do you think the author is trying to tell us?				<b>Can you independently infer character's feelings?</b> <b>Based on what you have read so far, how are you sure that your prediction is going to come true?</b> <b>What links can you find with this book and other books you have read?</b> <b>Can you show your understanding of the character dialogue through your tone and intonation?</b>		Predict, order, question, main part, links, expression, explanation, prediction, retell, order, meaning

## Reading Progression Map LKS2

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying	
<b>Year 3</b>	<p>Children need to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.</p> <p>Also, children should read further exception words, noting the unusual correspondences between spelling and sound.</p>	<p>In Year 3, Children will begin to use quotations from the text to answer questions and justify opinions.</p> <p>Also, the skill of 'skim and scan' will be started to retrieve details.</p>	<p>Children will use relevant prior knowledge to make predictions and justify them. They will also be taught the skill of using information from the text to form further predictions, realising the importance of justifying their ideas with key examples from what they have read.</p>	<p>Children will infer characters' feelings, thoughts and motives. They will also begin to justify them by referencing specific points in the text.</p>	<p>Year 3 children should be confident in asking questions to deepen their understanding of the text.</p> <p>Children should also begin identifying different themes of stories (good, evil/love, hate etc.) and use this to develop their own questions of the text.</p>	<p>Children will learn to distinguish between the important and less important information in a text.</p> <p>They will also be able to give a brief verbal summary of what they have read.</p> <p>Teachers begin to model how to record summary writing, providing children with opportunities to do the same.</p>	<p>Children begin to find the meaning of new words using substitution within a sentence.</p>	
	<b>Key Questions</b>						<b>Vocabulary</b>	
	<p>What evidence from the text can you find to justify your opinion?</p> <p>Why would we skim the text to find clues?</p> <p>Why do you predict that? Can you use life experience and evidence from the text to help justify?</p> <p>What themes can you find from the text?</p>	<p><b>What is the relationship between the poet and the contents of the poem?</b></p> <p><b>How does the writer set out their writing and what impact does this have on the reader?</b></p> <p><b>How does the figurative language used convey meaning to the reader?</b></p> <p><b>Can you find any deeper meaning to that of the author's original intentions?</b></p>				<p>Themes, convention, prior knowledge, justify, evidence, example, feelings, motives, thoughts.</p>		

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying	
Year 4	<p>Children will read silently and aloud, reading fluently enough to gain the meaning from the text. Children will also re-read where necessary and know the benefit of doing so.</p> <p>Children can use expression confidently when reading aloud.</p>	<p>Children must show confidence with the skill of skimming and scanning texts to record details.</p> <p>They must also show a fluency in using quotes from the text in supporting their answers to questions.</p>	<p>In Year 4, pupils will use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>They will also need to be taught to monitor these predictions and compare them with the text as they read on.</p>	<p>Children will infer characters' feelings, thoughts and motives from their stated actions and previous references from the text.</p> <p>They will also consolidate the skill of justifying them using a specific reference point in the text.</p>	<p>Year 4 pupils will generate a variety of questions – recall and inferential - and questions about the deeper meaning of a text. This will help them with their deeper and further understanding of a text.</p> <p>Children will develop the idea of story themes from Year 3, and use this to help answer questions based on prediction and characters' motivations and actions.</p> <p>Story themes will develop further to areas such as courage and obstacles to overcome.</p>	<p>Children will use skills developed in year 3 to write a brief summary of main points, identifying and using important information.</p> <p>They will also use their skills of prediction and inference to assist their summaries.</p>	<p>Children will find the meaning of new words using the context of the sentence they have read.</p> <p>They should also link new words to other words they already know.</p>	
	<b>Key Questions</b>					<b>Vocabulary</b>		
	<p>What is the purpose of skimming and scanning the text?</p> <p>What do the motives and actions of the character show?</p> <p>Was your prediction correct? What clue was given for this?</p> <p>Can you find a reference of the text to help answer this question?</p> <p>What are further themes of books we have read?</p>			<p><b>Can you recognise areas of Year 4 GPS that are used in this text? What impact does it have and how can you use this in your own writing?</b></p> <p><b>Why is there bias in persuasive writing? What impact do you think this has on the reader?</b></p> <p><b>How do the fictional and factual accounts of historical accounts compare? Why do you think this?</b></p> <p><b>How can you use your understanding of the text to consider your audience when reading aloud?</b></p>		<p>Themes, convention, courage, action, prediction, justification, details, skimming, scanning, context, link, reference, summary.</p>		

## Reading Progression Map UKS2

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying	
<b>Year 5</b>	<p>Children in Year 5 can read silently and recognise words automatically.</p> <p>They can also group words quickly to help them gain meaning from what they read.</p> <p>Fluent Year 5 readers will read aloud effortlessly and with expression.</p>	<p>Year 5 children will locate information accurately through skimming to gain an overall sense of the text.</p> <p>They will also scan a text to gain specific information to help answer questions.</p> <p>Using the skills of skimming and scanning, Year 5 pupils will identify sections of text to read more carefully and re-read/ read on when appropriate.</p>	<p>Year 5 children will make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.</p> <p>Every prediction that they make must be based on relevant information from the text.</p>	<p>Inference in Year 5, involves understanding what is implied about characters and making judgements about their motivations and attitudes from the dialogue and description.</p>	<p>Children will actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.</p> <p>Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.</p>	<p>Children should begin to make connections between information across the text and include this information in their written summaries.</p> <p>Children will also 'read around the word' and explore its meaning in the broader context of a section or paragraph.</p>	<p>In persuasive writing and other texts investigate how language is used to present opinion.</p> <p>Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument</p>	
	<b>Key Questions</b>					<b>Vocabulary</b>		
	<p>How does the dialogue show a deeper meaning of the character/text?</p> <p>What group of words show the meaning of the text?</p> <p>What do the characters' motivations and attitudes show about the text?</p> <p><b>Can you express your own opinions of the text by using evidence and clear explanations?</b></p> <p><b>After reading further, can you adapt your own opinion of the text? What changed your opinion?</b></p>			<p><b>What are the similarities and differences between different authors writing about the same topic?</b></p> <p><b>How can you effectively summarise the text and why is this an important reading skill?</b></p> <p><b>Can you infer meaning by using your own life experiences?</b></p> <p><b>Can you identify the shift in formality in a text? How does this impact the reader?</b></p>		<p>Specific information, predict, judgement, motivation, attitude, dialogue, summarise, summary, fact, opinion, biography, autobiography, context</p>		

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying
Year 6	Year 6 children’s reading sounds natural, as if they are speaking. They will read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. They will also read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.	Children will evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. Children will also carefully read sections of texts to research information and to answer questions. Using evidence from across a text, children will explain events or ideas. Year 6 pupils will also Identify similarities and differences between characters, places, events, objects and ideas in texts. Children will read information from texts and evaluate its reliability and usefulness.	Year 6 pupils will make plausible predictions and explain what they are basing them on. They will also discuss how and why they need to modify their predictions as they read on.	Children will understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers’ view of characters.	Children will ask questions to clarify and explore their understanding of what is implied in the text. They will also locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. They will also research questions in the light of initial findings.	Summaries will be regular and will be based on what the children have read, linking their summary to previous predictions about the text. They will update their ideas about the text in the light of what they’ve just read. Year 6 pupils will summarise ‘evidence’ from across a text to explain events or ideas. They will also summarise their current understanding about a text at regular intervals.	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), children will distinguish between fact, opinion and fiction. In non-fiction texts, children will distinguish between explicit and implicit points of view. Children will also collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collecting and defining of technical vocabulary will be based on the language they have met in other subjects, e.g. developing subject or topic glossaries.
	<b>Key Questions</b>						<b>Vocabulary</b>
	Can you recognise the vocabulary from any further reading/subject?  What similarities and differences can you spot between the themes of the text?  How can skimming and scanning help us answer questions?  What questions would require skimming and scanning?  What are the differences and similarities between characters/places/events/objects/ideas in a text?	What is the purpose of the effect on the reader?  <b>Can you independently express your personal opinions, views and responses to the text by consistently using key evidence?</b>  <b>What is the impact of the author and how does it impact your own feelings? Have you had a similar reading experience?</b>  <b>Can you compare and contrast the different poetic styles by writers and give specific examples from the texts?</b>  <b>What questions instantly came to your mind when reading this text?</b>	<b>Can you confidently explain meaning, messages, moods, feelings and attitudes in poetry and prose?</b>  <b>Can you independently refer back to the text to justify your thoughts?</b>  <b>Can you offer an alternative prediction to your own and consider why other readers may predict this?</b>  <b>Can you recreate the author’s work into your own style?</b>  <b>How do you think the author could adapt his choice of grammar, vocabulary and punctuation to improve their writing?</b>	Vocabulary, impact, clarify, explore, value, implication, information, resources, vocabulary, purpose, research, presentation, narrative voice, differences, similarities, point of view, fact, opinion.			