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| **Reading Curriculum Map**Kensington Junior Academy |

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| Reading Skills Progression |
| **Key Stage 1** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Decoding:**apply phonic decoding until automatic and reading is fluent.read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly re-read books to build up fluency and confidence in word reading.note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes.read Year 2 common exception words, noting unusual correspondences.read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.read polysyllabic words containing above graphemes.read most words quickly & accurately without overt sounding and blending. | **Decoding:**Little Wandle Rapid Catch-Up SSP in place to support pupils as required.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.read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | **Decoding:**Little Wandle Rapid Catch-Up SSP in place to support pupils as required.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. |
| **Range of reading:**listen to, discuss and express 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. | **Range of reading:**listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes. | **Range of reading:**continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books. |
| **Familiarity with texts:**become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.recognise simple recurring literary language in stories and poetry. | **Familiarity with texts:**increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.identify themes and conventions in a wide range of books. | **Familiarity with texts:**increase 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.identify and discuss themes and conventions in and across a wide range of writing. |
| **Poetry & performance:**continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. | **Poetry & performance:**prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry. | **Poetry & performance:**learn 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:**discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases. | **Word meanings:**use dictionaries to check the meaning of words that they have read. | **Word meanings:**use dictionaries to check the meaning of words that they have read. |
| **Understanding:**discuss the sequence of events in books and how items of information are related.draw on what they already know or on background information and vocabulary provided by the teacher.make links between a current book and those already read.check that the text makes sense to them as they read and correct inaccurate reading. | **Understanding:**check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.ask questions to improve their understanding of a text.identify main ideas drawn from more than one paragraph and summarise these.identify morals and messages in a story. | **Understanding:**check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.ask questions to improve their understanding.summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. |
| **Inference:**make inferences on the basis of what is being said and done answer and ask questions. | **Inference:**draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.justify inferences with evidence. | **Inference:**draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence. |
| **Prediction:**predict what might happen on the basis of what has been read so far. | **Prediction:**predict what might happen from details stated and implied. | **Prediction:**predict what might happen from details stated and implied. |
| **Authorial intent:** | **Authorial intent:**discuss words and phrases that capture the reader’s interest and imagination.identify how language, structure, and presentation contribute to meaning. | **Authorial intent:**identify how language, structure and presentation contribute to meaning.discuss and evaluate how authors use language, including figurative language and consider the impact on the reader. |
| **Non-fiction:**Be introduced to non-fiction books that are structured in different ways. | **Non-fiction:**distinguish between statements of fact and opinion.retrieve, record and present information from non-fiction texts. | **Non-fiction:**distinguish between statements of fact and opinion.retrieve, record and present information from non-fiction texts. |
| **Discussing reading:**participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by 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. | **Discussing reading:**participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say. | **Discussing reading:**recommend books that they have read to their peers and 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. |