



## Primary reading subject map

Year 1

Word reading Year 1; pupils will be taught to:

- Apply phonic knowledge and skills to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.
- Accurately read books aloud that are consistent with their developing phonic 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 reading.

Comprehension in Year 1; pupils will be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently at.
- Being encouraged to link what they read or hear to their own experiences.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.
- Understand the books they can already read accurately and fluently, and those they listen to by:
- 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 correct inaccurate reading.
- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.

	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>
<p><b>Year 2</b></p>	<p><b>Word reading in Year 2; pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Accurately read words of two or more syllables that contain the graphemes taught so far.</li> <li>• Read words containing common suffixes.</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Comprehension in Year 2; pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• 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.</li> <li>• Discussing the sequence of events in books and how items of information are related.</li> <li>• Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.</li> <li>• Being introduced to non-fiction books that are structured in different ways.</li> <li>• Recognising simple recurring literary language in stories and poetry.</li> <li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>• Discussing their favourite words and phrases.</li> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• Understand the books that they can already read accurately and fluently, and those that they listen to by:</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Checking that the text makes sense to them as they read, and correcting inaccurate reading.</li> <li>• Making inferences on the basis of what is being said and done.</li> <li>• Answering and asking questions.</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<p><b>Year 3 and 4</b></p>	<p><b>Word reading in Years 3 and 4; pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and understanding the meaning of new words they meet.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Comprehension in Years 3 and 4; pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes to reading, and an understanding of what they read, by:</li> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Using dictionaries to check the meaning of words that they have read.</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Identifying themes and conventions in a wide range of books.</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Discussing words and phrases that capture the reader's interest and imagination.</li> <li>• Recognising some different forms of poetry, e.g. free verse, narrative poetry.</li> <li>• Understand what they read, in books they can read independently, by:</li> <li>• Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</li> <li>• Asking questions to improve their understanding of a text.</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied.</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• 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.</li> </ul>
<p><b>Year 5 and 6</b></p>	<p><b>Word reading in Years 5 and 6; pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.</li> </ul> <p><b>Comprehension in Years 5 and 6; pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and an understanding of what they read by:</li> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> </ul>

- Reading books that are structured in different ways and reading for a range of purposes.
- Increasing 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.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Making comparisons within and across books.
- 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.
- Understand what they read by:
  - 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.
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
  - Identifying how language, structure and presentation contribute to meaning.
  - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
  - Distinguish between statements of fact and opinion.
  - Retrieve, record and present information from non-fiction.
  - Participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary.
  - Provide reasoned justifications for their views.