

English Reading Curriculum Map for Years 3+4

Updated 19.4.22

<b>Cycle A</b>	<b>Autumn Term</b> Theme: Egyptians	<b>Spring Term</b> Theme: Volcanoes, Earthquakes + Mountains	<b>Summer Term</b> Theme: Castles/Local Buildings
<b>Whole Class Focus Teaching Texts</b>	-Secrets of a Sun King; E Carroll -The Time Travelling Cat and the Egyptian Goddess; J Jarman -Marcy and the Riddle of the Sphinx; J Todd-Stanton -collection of poetry anthologies + non-fiction texts from School Topic Library Loan	-The Firework Maker's Daughter; P Pullman -King of the Cloud Forests; M Morpurgo  + non-fiction texts from School Topic Library Loan	-Classic Fairy Tales; B Doherty and J Ray -The Stinky Cheese Man and Other Fairly Stupid Tales; J Scieszka & Lane Smith -King Arthur and the Knights of the Round Table; M Williams - Hamlet or MacBeth stories; M Andrews - Mr William's Shakespeare's Plays; M Williams
<b>Cycle B</b>	<b>Autumn Term</b> Theme: The Romans	<b>Spring Term</b> Theme: Rainforests	<b>Summer Term</b> Theme: The Stone Age
<b>Whole Class Focus Teaching Texts</b>	-Empire's End – A Roman Story; L Rasheed -Revolt Against the Romans; T Bradman -collection of poetry anthologies + non-fiction texts from School Topic Library Loan	-The Explorer; K Rundell -The Great Kapok Tree; L Cherry -The Tin Forest; H Ward & W Anderson	-Stig of the Dump; C King -Ug-Boy Genius of the Stone Age; R Briggs -Cave Baby; J Donaldson & E Gravett -The History of Prehistory; M Manning & B Granstrom -collection of ancient myths and legends
<b>Milestones/ End Points to be reached by the end of each term...pupils will be able to:</b>			
<b>Decoding/ Word Reading + Fluency and Phrasing</b>	-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 on sight all Y2 CE words and read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. - decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation. -As decoding becomes more secure, become more independent, fluent and enthusiastic readers, gradually internalising the reading process to read silently.		
	- when reading aloud, speak audibly and with growing fluency - recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency, moving on to recite	- read new words outside their spoken vocabulary, making a good guess at pronunciation - notice where commas create phrasing within sentences	- read aloud with increased fluency and expression appropriate to the textual content - read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words.

	<p>whole poems with growing awareness of the listener</p> <ul style="list-style-type: none"> <li>- read age-appropriate books accurately and at a speed that is sufficient for them <b>to focus on understanding, rather than on decoding individual words.</b></li> </ul>	<ul style="list-style-type: none"> <li>-when reading aloud, speak audibly and with growing fluency and expression, using the punctuation to support meaning, including multi-clause sentences</li> </ul>	<ul style="list-style-type: none"> <li>-sight-read a wide range of exception words (Y3-4 list and similar)</li> </ul>
<p>Literal Understanding + Retrieval</p>	<ul style="list-style-type: none"> <li>- become more familiar with retrieving facts and information where question words and text language vary <u>by explicit teaching of skimming, scanning and (where appropriate) text marking skills.</u>*</li> <li>- starting to scan for alternative synonyms or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- check the accuracy of what they are retrieving by reading around the words or phrases they find</li> <li>-locate and discuss words and phrases they find interesting</li> <li>- ask questions which improve their own understanding.</li> <li>- work across a wider range of text types with growing familiarity</li> </ul>	<ul style="list-style-type: none"> <li>- work with texts of increasing length, to retrieve information across the whole text as well as at a local level.</li> <li>- <b>skim</b> a whole text first to select which paragraph or section of text an answer may be located in, then to <b>scan</b> the paragraph or section to retrieve the information they need, <b>using the text to support their answer</b> where necessary. *</li> </ul>
<p>Inferential Reading Skills</p>	<ul style="list-style-type: none"> <li>- With support, identify themes across the text e.g. loyalty and treachery</li> <li>- draw inferences such as characters' feelings, thoughts and motives for their actions</li> <li>- In support of inference skills, use dictionaries to check meanings of new vocabulary and with support they talk about what words mean in context.</li> </ul>	<ul style="list-style-type: none"> <li>- gather experience from texts to identify themes across the text with explicit teaching of how to predict what might happen from implied details, with support with explaining why by using textual reference</li> <li>- use dictionaries to check meanings of new vocabulary and talk about what words mean in context.</li> </ul>	<ul style="list-style-type: none"> <li>- draw inferences such as inferring characters' feelings, thoughts and motives for their actions and justify their inferences with textual evidence</li> <li>- use dictionaries with growing independence, to define new vocabulary.</li> <li>- discuss and explain words and phrases to explore meanings in context.</li> </ul>
<p>Response to text</p>	<ul style="list-style-type: none"> <li>-develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books</li> <li>- through whole class and group discussion, begin to identify how language, structure and presentation contribute to meaning, with encouragement to may express preferences for text type</li> </ul>	<ul style="list-style-type: none"> <li>- pay attention to authorial choice to discuss words and phrases which capture their interest</li> <li>-identify the way language, paragraph structure and layout contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- increase their familiarity with texts including fairy stories, myths and legends, retelling some of these orally.</li> <li>- discuss words and phrases which capture their interest</li> <li>- show increasing awareness of authorial choice and be able to identify and discuss how language, paragraph structure and layout contribute to meaning</li> </ul>
<p>NC for English: Reading</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes to read aloud; Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word; Retelling some of these (fairy tales, traditional tales, etc.) orally; Identifying themes and conventions in a wide range of books; 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; Using dictionaries to check the meaning of words that they have read; Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in</p>		

	context; Identifying main ideas drawn from more than one paragraph and summarising these; Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions; Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions; Justify inferences with evidence; Discussing words and phrases that capture the reader's interest and imagination; Identifying how language contributes to meaning; Identifying how structure and presentation contribute to meaning; Retrieve and record information from non-fiction
--	--

*\*see Pixl 'How to teach skills to support successful retrieval' - Appendix 1*