## MappingClass 4 Reading Curriculum 2024-25

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| **National Curriculum Statutory Content Coverage** | | |
| POS: Good comprehension draws from linguistic knowledge (in particular of **vocabulary** and grammar) and on **knowledge of the world**. Comprehension skills develop through pupils’ experience of **high-quality discussion** with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to **read widely** across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to **gain knowledge across the curriculum**. Reading widely and often increases pupils’ vocabulary because they **encounter words they would rarely hear or use in everyday speech**. Reading also feeds pupils’ imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read **fluently**, and with **confidence**, in **any subject in their forthcoming secondary education**. NC: Pg4 | | |
| **Y5&6 additional National Curriculum statutory detail:**  By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read **most words effortlessly** and to work out how to pronounce unfamiliar written words with **increasing automaticity**. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with **appropriate intonation** to show their understanding, and should be able to **summarise** and present a familiar story in their own words. They should be **reading widely and frequently**, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.  During years 5 and 6, teachers should continue to emphasise pupils’ enjoyment and understanding of language, **especially vocabulary**, to support their reading and writing. Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their **increasing fluency as readers**, their **facility as writers**, and **their comprehension**. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these. | | |
| **Y5&6 Word Reading: Pupils should be taught to:** | **Y5&6 Comprehension: Pupils should be taught to:** | |
| 1. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.   *Non-statutory*  *At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read ‘invitation’ for ‘imitation’ simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.* | 1. maintain positive attitudes to reading and understanding of what they read by: 2. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3. reading books that are structured in different ways and reading for a range of purposes 4. 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 5. recommending books that they have read to their peers, giving reasons for their choices 6. identifying and discussing themes and conventions in and across a wide range of writing 7. making comparisons within and across books 8. learning a wider range of poetry by heart 9. 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 | 1. understand what they read by: 2. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 3. asking questions to improve their understanding 4. drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 5. predicting what might happen from details stated and implied 6. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 7. identifying how language, structure and presentation contribute to meaning 8. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 9. distinguish between statements of fact and opinion 10. retrieve, record and present information from non-fiction 11. 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 12. 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 13. provide reasoned justifications for their views. |
| *Non-statutory*  *Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.* | | |

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| **AUT1** | **WK1** | **WK2** | **WK3** | **WK4** | | **WK5** | **WK6** | **WK7** |
| Text | Pig Heart Boy | Pig Heart Boy | Pig Heart Boy | Pig Heart Boy | | Pig Heart Boy | Pig Heart Boy | Pig Heart Boy |
| Reading To Learn (non-fiction) |  | Daily Life of the Islamic Golden Age  The circulatory system – online text | Early Islamic Civilisation | Daily Life of the Islamic Golden Age | | The Golden Horseman of Baghdad  The circulatory system – online text | The Golden Horseman of Baghdad | Daily Life of the Islamic Golden Age  The circulatory system – online text |
| Strategies |  |  |  |  | |  |  |  |
| Summarise | ✓ | ✓ (R2L) |  | ✓ | |  |  |  |
| Predict |  |  |  | ✓ | |  |  |  |
| Clarify |  | ✓ (Show don’t tell) | ✓ (Use of vocabulary) |  | |  |  | * (author choice) |
| Question |  |  |  |  | |  |  |  |
| Go solo | 2c drawing inferences such as inferring characters’ feelings, thoughts and motives from their **actions**, and justifying inferences with evidence | 2f. identifying how language, structure and presentation contribute to meaning | 2c drawing inferences such as inferring characters’ feelings, **thoughts** and motives from their actions, and justifying inferences with evidence | 2c drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with **evidence** | | 2c drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with **evidence** | 8.provide reasoned justifications for their views. | 8.provide reasoned justifications for their views. |
| Vocabulary | emerge, deafening, leisurely, | sagely, sacrifice, admonished, saccharine | soul, molten lava, sophistication, rasta(farina) | Monosyllable, tenderly, optimist, squeamish, anglepoise | | Exasperated, ineffectual, embalzoned | Wittering, surpressed | Anaesthetic, intravenous, tersely, ‘keel over’ |
| National Curriculum  Coverage | All texts will cover:  1a, 1b, 1c, 2a, 6, 7 & 8  Online book journaling covers 1d  Non-fiction writing units cover 4 & 5  Writing units will cover 6, 7 & 8 during the ‘reading as a reader’ and reading as a writer’ phase. | | | |  | | | |
| Word reading | All texts within writing and reading instruction will allow children to:   1. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. | | | |  | | | |

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| **AUT2** | **WK1** | **WK2** | **WK3** | **WK4** | | **WK5** | **WK6** | **WK7** |
| Text | Pig Heart Boy | Pig Heart Boy | Pig Heart Boy | Pig Heart Boy | | Pig Heart Boy | Pig Heart Boy | Pig Heart Boy |
| Reading To Learn (non-fiction) | Early Islamic Civilisation | Mapping North America | Who was Marie Antoinette? | Mapping North America | | The French Revolution Explained for Kids | Cities of the World – North America | Classification and evolution |
| Strategies |  |  |  |  | |  |  |  |
| Summarise |  |  | * (R2L) |  | |  |  | * (R2L) |
| Predict | ✓ |  |  |  | |  |  |  |
| Clarify | * (R2L) |  |  |  | |  |  |  |
| Question |  | * (R2L) |  |  | | * (R2L) | * (R2L) |  |
| Go solo | 2c drawing inferences such as inferring characters’ feelings, thoughts and motives from their **actions**, and justifying inferences with evidence | 1. retrieve, record and present information from non-fiction   8.provide reasoned justifications for their views. | 2d. predicting what might happen from details stated and implied | 2d. predicting what might happen from details stated and implied | | 2c. drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | 2e. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | 1. 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 |
| Vocabulary | Suspension, sombre, decipher, distaste, reinforcements, adamant, din | Scoffed, rubber-neckers, ushered, fervent, pestering, scornful | Fragile, profoundly, loathsome, bewildered, circumstances, | Favour, trace, intrigued, sadist, nausea, | | Anguished, contaminated, inevitable, brusque, registrar, protested | Choke, glutton for punishment, vindictiveness, twaddle |  |
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| Word reading | All texts within writing and reading instruction will allow children to:   1. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. | | | |  | | | |

Example questions

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|  | Rachel Clarke Primary English | Alison Philipson | Other |
| 1e. identifying themes and conventions in a wide range of books *(non-statutory: pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales)*  Example themes: love, courage, acceptance, resilience, betrayal, hope, war & peace, honesty, kindness, isolation.  Conventions are specific to the text e.g. fairy tales, myths, non-fiction texts  Link to blog on themes: [What’s the big idea? Identifying themes in texts — Primary English Education Consultancy](https://primaryenglished.co.uk/blog/whats-the-big-idea-identify-themes-in-texts) |  |  | Did the story have a message for its readers?  Why do you think the author would choose to write this book?  Have you learned anything from this book? What are they trying t tell you through the book?  What big ideas are there in the text? What is the writer suggesting about X? How is the theme of X presented within the text? What are the writer’s views on X? What was the underlying theme of..?  Can you find evidence that highlights the theme of…?  Based on what you know so far, what theme do you think fits the book? What made you come to this conclusion?  Based on what you know so far, what genre do you think fits the book? What made you come to this conclusion?  What does the structure of the text/paragraph/sentence suggest? What are the parts or features of this text type?  Which conventions of genre X has the writer used? |
| 2a. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | What does this… word/phrase/sentence… tell you about… character/setting/mood etc?  Highlight a key phrase or line. By writing a line in this way what effect has the author created?  In the story, 'x' is mentioned a lot. Why?  The writer uses words like … to describe …. What does this tell you about a character or setting?  What other words/phrases could the author have used?  The writer uses …words/phrases…to describe … How does this make you feel?  How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc? | What does (a phrase/word/group of words) mean ?  Give the meaning of the word ‘xxxx’ in this sentence.  Find and copy two words from the poem/story that show that the ‘frog was frightened’  What does the word ‘spat’ suggest about how the island of Mauritius was formed ?  Which word most closely matches the meaning of the word rival?  Circle the correct option.  What does the word . . . . . . . mean in this sentence ?  Find and copy/write one word/two words which tells/shows you . . . ?  Which word in the text describes . . . ? |  |
| 2b: asking questions to improve their understanding of a text |  |  | Why did character x say that?  Why did character x do that?  Is that what character x really means?  Does that link to what we already know?  Why has the author included that word/ phrase/ character/ setting/ action?  How has the character’s feelings changed? Why?  What impression do I have so far of the character? |
| 2c: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | What makes you think that?  Which words give you that impression?  How do you feel about…?  Can you explain why…?  I wonder what the writer intended?  I wonder why the writer decided to…?  What do these words mean and why do you think the author chose them? | How do you know that . . . . . . . was excited ? (link to what character says)  Why was . . . . . . . . . . feeling worried ?  Why did . . . . . . . . say/do . . . . . . . . ?  Why did . . . . . . . . . . happen ?  How did . . . . . feel when . . . . . ?  True/false questions in a table – finding evidence across a text.  How can you tell that . . . ?  Find and copy a group of words that shows that . . . (do not accept longer quotations)/some are 2 mark questions – you have to explain and justify/some are fact and opinion statements  How do these words make the reader feel ? (read whole paragraph)/How does the first paragraph suggest that . . . ? (have to know the difference between paragraphs and text boxes)  How can you tell that . . . ? |  |
| 2d: predicting what might happen from details stated and **implied** | Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?  Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?  Which other author handles time in this way; e.g. flashbacks; dreams?  Which stories have openings like this? Do you think this story will develop in the same way?  Why did the author choose this setting? Will that influence how the story develops?  How is character X like someone you know? Do you think they will react in the same way? | Based on what you have read, what does the last paragraph suggest might happen next ? Use evidence from this paragraph to support your prediction (use the word ‘implies’ or suggests’ in the answer)  Which of these do you think the child is likely to say at the end of the outing ?  (tick boxes) |  |
| 2e: identifying main ideas drawn from more than one paragraph and summarising these | What’s the main point in this paragraph?  Can you sum up what happens in these three/four/five… paragraphs?  You’ve got ‘x’ words; sum up these paragraphs.  Sort the information in these paragraphs. Do any of them deal with the same information?  Make a table/chart to show the information in these paragraphs.  Which is the most important point in these paragraphs? How many times is it mentioned? | What is the main message of the poem/paragraph/article ? – sometimes multiple choice/true or false.  Below are some summaries of different paragraphs from this text.  Number them 1 – 6 to show the order in which they appear in the text. The first one has been done for you.  Which of the following would be the most suitable summary of the whole text/whole of page 5 ? (titles |  |
| 2f: identifying how language, structure, and presentation contribute to meaning | Explain a character's different/changing feelings throughout a story. How do you know?  What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…?  What is similar/different about two characters?  Why is 'x' (character/setting/event) important in the story?  What is the story (theme) underneath the story? Does this story have a moral or a message?  Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information?  How does the title/layout encourage you to read on/find information?  Where does it tell you that…?  Why has the writer written/organised the text in this way?  In what ways do the illustrations support the instructions?  How could these instructions/information/illustrations be improved? Who do you think this information is for?  What does the word 'x' tell you about 'y'?  Find two or three ways that the writer tells you 'x'.  What does this… word/phrase/sentence… tell you about… character/setting/mood etc?  Highlight a key phrase or line. By writing a line in this way what effect has the author created?  In the story, 'x' is mentioned a lot. Why?  The writer uses words like … to describe …. What does this tell you about a character or setting?  What other words/phrases could the author have used?  The writer uses …words/phrases…to describe … How does this make you feel?  How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc?  Has the writer been successful in their purpose or use of language?  What do you think the writer meant by… 'x'?  Which words do you think are most important? Why? Which words do you like the best? Why?  The author makes an action/description 'like' something else. Why?  The author states that 'x' is something it isn't. What is the effect of this? Why have they done this? |  | How did the author make this chapter/ paragraph a turning point in the story?  What did the author want this sentence to show?  How did the author contrast this sentence with the rest of the paragraph?  What did the author mean by xxxxxin this context?  If we change/ remove xxxxx, how does this change the meaning of the sentence from the way the author intended?  Why has that word been repeated?  Why is that sentence so short? |
| 3. retrieve and record information from non-fiction |  | Basic retrieval questions using the following question stems -  What do/does . . . . . . . . . . do ?  What happened when . . . ?  Why was . . . ?  Where did . . . ?  What did . . . ?  Which . . . ?  Who . . . ?  Where . . . ?  When . . . ?  How did . . . ?  Why were . . ?  (some may involve joining/ticking boxes/true or false tables/drawing lines).  Write down three things that you are told about . . .  Number these facts in the order in which they happen. |  |

**Get To Grips: comprehension monitoring for coherence**

* Model the process of monitoring comprehension when a text is more challenging in some way, including the re-reading of sentences or paragrpahs when required for understanding.
* Briefly teach children to self-question (including summarising and visualising) and then encourage independent use of this comprehension strategy in children’s reading practice; ensure this is always undertaken in relation to reading content.
* Ensure that the teaching of this comprehension strategy is embedded in the ultimate purpose of reading – deriving meaning from texts chosen for their content.

*The Art & Science of Teaching Primary Reading; C. Such; Pg 61*

Example comprehension monitoring TOL moments:

* Does that make sense?
* Why did she do that?
* Why did he say that?
* How does this connect with the first part of the story?
* How does this information fit with what I have already read in this text?
* How does this information fit with what I already know about this text?
* Does the structure of the text help support comprehension?
* What does this word mean/ tell me? Are there clues to help me?