

West Bridgford Junior School - Reading Curriculum Map



At West Bridgford Junior School, we aim to promote a love of reading and develop children who read fluently with confidence. We begin by securing phonics knowledge in Y3 using No Nonsense Phonics which continues as small group interventions in Years 4 to 6 as necessary. To create engaging experiences for the children, we use high quality, whole class texts as a pillar of our literacy work. We also include picture books, videos and range of fiction and non-fiction as a stimulus and give lots of opportunities for children and staff to discuss their love of reading. We have a combined strategy of teaching and assessing reading in a whole class, group and individual setting. It is important in our school that every child is excited by reading. By having whole school and year group reading challenges, visits from children's authors, a strong visual presence of reading and high quality modelling, we ensure reading has a high profile. Children are explicitly taught the skills of reading through the use of VIPERS, a range of reading prompts, developed by The Literacy Shed, based on the reading content domains found in the National Curriculum. The 'VIPERS' reading skills are: vocabulary, inference, prediction, explanation, retrieval and summarising. Reading plays a huge role across the curriculum and children at WBJs engage in reading daily through their whole class lessons, class readers and through reading that is incorporated into units of writing and topic work.

	Year 3	Year 4	Year 5	Year 6
Decoding & Fluency	<p>Revise and consolidate knowledge of Y1 and Y2 GPCs in order to decode fluently.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Read aloud with expression and intonation taking into account punctuation (including in poems and play scripts).</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Read aloud with expression and intonation taking into account presentational devices and a wider range of punctuation, including brackets, ellipsis and dashes (including in poems and play scripts).</p>	<p>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.</p> <p>Read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation (including in poems and play scripts).</p>	<p>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.</p> <p>Read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account (including in poems and play scripts).</p>

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Vocabulary	<p>Learn to use dictionaries to check the meaning of words that they have read using their knowledge of the alphabet.</p> <p>Check that the text makes sense to them and discuss their understanding.</p> <p>Explain the meaning of words in context.</p> <p>Ask questions about words, phrases or sections they do not understand.</p>	<p>Confidently use dictionaries to check the meaning of words that they have read.</p> <p>Learn to use context clues in the text to suggest what new vocabulary might mean.</p> <p>Use knowledge of spelling rules (prefixes and suffixes) to suggest what new vocabulary might mean.</p> <p>Explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Confidently use dictionaries to check the meaning of words that they have read.</p> <p>Use context clues in the text to suggest what new vocabulary might mean.</p> <p>Begin to use knowledge of synonyms and word families to suggest what new vocabulary might mean.</p>	<p>Confidently use dictionaries to check the meaning of words that they have read.</p> <p>Use context clues in the text to suggest what new vocabulary might mean.</p> <p>Use knowledge of synonyms, antonyms and word families to suggest what new vocabulary might mean.</p>
Infer	<p>Read between the lines to interpret meaning.</p> <p>Use clues from action, description or dialogue to help establish meaning.</p> <p>Draw inferences about characters' feelings and thoughts.</p> <p>Explain how and why characters act in certain ways.</p>	<p>Read between the lines to interpret meaning.</p> <p>Use clues from action, description or dialogue to help establish meaning</p> <p>Draw inferences about characters' feelings and thoughts, justifying these with evidence.</p> <p>Explain different characters' points of view.</p>	<p>Use inference and deduction skills to discuss messages, moods, feeling and attitudes using clues in the text.</p> <p>Draw inferences about characters' feelings, thoughts and motives, justifying these with evidence.</p> <p>Explain a character's motives throughout a text.</p>	<p>Infer and deduce based on evidence drawn from different points in the text and wider experiences.</p> <p>Draw inferences about characters' feelings, thoughts and motives, justifying these with evidence.</p> <p>Identify and discuss implicit and explicit points of view in texts, referring back to the text to support thoughts and ideas.</p> <p>Explain a character's motives throughout a text and use evidence from the text to support opinions.</p>

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Predict	<p>Make simple predictions to suggest what might happen next in a text.</p>	<p>Predict what might happen next in a text based on evidence from what they have read so far.</p> <p>Explore potential alternatives that could have occurred in texts. E.g. a different ending.</p>	<p>Make predictions based on details stated within the text, using evidence to support their viewpoint.</p> <p>Make some predictions based on details that have been implied within the text.</p> <p>Explore potential alternatives that could have occurred in texts, referring back to text to justify their ideas. E.g. a different ending.</p>	<p>Predict what might happen from details stated and implied, using evidence to support their viewpoint</p>
Explain	<p>Identify language the author has chosen to use to capture the reader's interest and imagination, create images, build mood and tension.</p> <p>Identify the main purpose of a text and how awareness of the writer's viewpoint helps understanding.</p>	<p>Identify the author's choice of language and its effect on the reader in non-fiction texts.</p> <p>Identify the effects of different words and phrases on the reader to create different images and atmosphere</p>	<p>Give some detailed explanations of how language is used. E.g. use of irony, sarcasm, figurative language.</p> <p>Discuss and evaluate how the writer's language choices contribute to the overall effect on the reader.</p> <p>Identify the main purpose of a text and writer's viewpoint using evidence</p>	<p>Recognise which character the writer wants the reader to like or dislike.</p> <p>Show appreciation of how the writer's language, including figurative language (simile, hyperbole etc.) structure and presentation contribute to the overall effect on the reader</p>
Retrieve	<p>Retrieve and record information from fiction and non-fiction</p> <p>Scan a text to find answers to questions</p>	<p>Retrieve and record information from fiction and non-fiction</p> <p>Scan a text to find answers to questions.</p>	<p>Retrieve, record and present information from fiction and non-fiction</p> <p>Scan a text to find answers to questions, re-reading the appropriate section to ensure accuracy.</p>	<p>Retrieve, record and present information from fiction and non-fiction</p> <p>Scan a text to find answers to questions, re-reading the appropriate section to ensure accuracy.</p>

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Summarise	<p>Identify the main point from a paragraph.</p> <p>Begin to skim read texts to gather the general impression of what has been written.</p>	<p>Identify main ideas drawn from a text and summarise these.</p> <p>Skim read texts to gather the general impression of what has been written.</p>	<p>Skim and scan to identify key ideas in a text.</p> <p>Summarise the main ideas, referring back to the text to support or clarify.</p>	<p>Confidently skim and scan to identify key ideas in a text and in non-fiction text to speed up research.</p> <p>Summarise the main ideas from a range of texts.</p>
Discussing reading	<p>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.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Make choices about books they read by expressing preferences and comparing texts.</p> <p>Identify differences between a wider range of non-fiction text types.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, sharing their own opinions about texts and authors.</p> <p>Identify similarities and differences between texts or versions of texts with some explanation.</p>	<p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes.</p> <p>Explain and discuss their understanding of what they have read, providing reasoned justifications for their views and challenging others' views courteously.</p> <p>Distinguish between fact and opinion.</p>	<p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Comment on the success of a text, providing evidence that refers to the language, theme and style.</p> <p>Evaluate relationships between characters, referring back to the text to support thoughts and judgements.</p> <p>Explain and discuss their understanding of what they have read, providing reasoned justifications for their views and challenging others' views courteously, including through formal presentations and debates.</p>