



Curriculum Depth Map - Reading

Intent:

At BHPS we value the importance of reading. We recognise that reading is the gateway to life. As a child grows up, being able to read well not only enables them to discover new facts and to learn at school, but opens them up to new ideas, stories and opportunities. The teaching and learning of Reading starts from their very first steps into school, with a progressive child centred curriculum which is based around the use of high quality texts and builds on a developing understanding of phonics. Reading for pleasure is promoted across the curriculum and through our many whole school events and experiences. Reading is prioritised to allow pupils to access a broad and balanced curriculum. At BHPS we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts.

Implementation:

Reading is a fundamental part of the learning experience at BHPS and the pupils are given a variety of reading opportunities, including:

- Whole Class Guided Reading (DERIC/ERIC)
- Regular independent reading
- Home/school reading
- Hearing texts read aloud on a regular basis (DEAR)
- Cross curricular reading

At BHPS we have a consistent approach in the teaching of reading in Phonics, DERIC and ERIC. Much of the programme of study is taught through English lessons and guided reading sessions. There is also time set aside for independent reading, listening to whole class stories and research linked to other subjects.

Reading is a skill which underpins a child's ability to access the wider curriculum and allows them to broaden their vocabulary and develop vivid imaginations. To ensure that pupils at BHPS are given the best chance to succeed, we ensure that pupils are given daily reading opportunities that build skills in fluency and comprehension (DERIC/ERIC) and additional reading for pleasure time.

When our children are beginning their reading journey from Reception onwards, they will start to learn to read through our daily use of the Read Write Inc and other phonics resources. Read Write Inc is a systematic synthetic phonics programme and through its use, children learn to read accurately and fluently with good comprehension.

DERIC/ERIC

D	decode	This is the sounding out and blending of words and then becoming more confident with reading words on sight.
E	explain	Explain the meaning of words and being able to explain what is happening in the text they have read.
R	retrieve	Questions asked, where the answer can be found in the text or pictures.
I	interpret	The children apply their inference skills to use clues in the text and what they already know, to make suggestions about what they have read. (Using 'because' in their responses).
C	choice	Asking questions about the author's choice of vocabulary or lay out of the text.



At BHPS, we value reading for pleasure and pupils are encouraged to discuss and recommend books that they have enjoyed. Pupils in all year groups are exposed to a variety of text, which they may want to explore. These are identified as 100 books reading spine, which are recommended for pupils of their age. In EYFS and KS1, these books will accompany their book banded books.

Curriculum coverage for reading is mapped out carefully from EYFS to Year 6 which allows some key concepts to be developed at a deeper level of learning, understanding and mastery. Fundamental *knowledge* and **skills** are covered at key points throughout the primary phase and repeated to allow pupils to build on what has been taught before. Where year groups are covering an area in more depth, this will be highlighted in green on the Curriculum Depth Map below.

Impact:

- Pupils will enjoy reading across a range of genres
- Pupils of all abilities will be able to succeed in all reading lessons
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.
- Pupils read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

Key Stage One

Year 1	Year 2
Spoken Language	
Listen and respond appropriately to adults and their peers	Listen and respond appropriately to adults and their peers
Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge
Use relevant strategies to build their vocabulary	Use relevant strategies to build their vocabulary
Articulate and justify answers, arguments and opinions	Articulate and justify answers, arguments and opinions
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently with an increasing command of Standard English	Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)	Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Consider and evaluate different viewpoints, attending to and building on the contributions of others
Select and use appropriate registers for effective communication.	Select and use appropriate registers for effective communication.
Reading: Word Reading	
Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read accurately words of two or more syllables that contain the same graphemes as above
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read words containing common suffixes
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Read other words of more than one syllable that contain taught GPCs	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
Read aloud accurately books 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 word reading.
Re-read these books to build up their fluency and confidence in word reading.	
Reading: Comprehension - 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 that at which they can read independently	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
Being encouraged to link what they read or hear read to their own experiences	Discussing the sequence of events in books and how items of information are related
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
Recognising and joining in with predictable phrases	Being introduced to non-fiction books that are structured in different ways
Learning to appreciate rhymes and poems, and to recite some by heart	Recognising simple recurring literary language in stories and poetry

Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
	Discussing their favourite words and phrases
	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Reading: Comprehension - <i>Understand what they read, in books they can read independently, by:</i>	
Drawing on what they already know or on background information and vocabulary provided by the teacher	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 correcting inaccurate reading	Checking that the text makes sense to them as they read and correcting inaccurate reading
Discussing the significance of the title and events· making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done· answering and asking questions
Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far
Participate in discussion about what is read to them, taking turns and listening to what others say	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
Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Key Stage Two

Year 3	Year 4	Year 5	Year 6
Spoken Language			
Listen and respond appropriately to adults and their peers	Listen and respond appropriately to adults and their peers	Listen and respond appropriately to adults and their peers	Listen and respond appropriately to adults and their peers
Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge
Use relevant strategies to build their vocabulary	Use relevant strategies to build their vocabulary	Use relevant strategies to build their vocabulary	Use relevant strategies to build their vocabulary
Articulate and justify answers, arguments and opinions	Articulate and justify answers, arguments and opinions	Articulate and justify answers, arguments and opinions	Articulate and justify answers, arguments and opinions
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently with an increasing command of Standard English	Speak audibly and fluently with an increasing command of Standard English	Speak audibly and fluently with an increasing command of Standard English	Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)	Gain, maintain and monitor the interest of the listener(s)	Gain, maintain and monitor the interest of the listener(s)	Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Consider and evaluate different viewpoints, attending to and building on the contributions of others
Select and use appropriate registers for effective communication	Select and use appropriate registers for effective communication	Select and use appropriate registers for effective communication	Select and use appropriate registers for effective communication
Reading: Word Reading			
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		
Reading: Comprehension - Develop positive attitudes to reading and understanding of what they read by:			
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Reading books that are structured in different ways and reading for a range of purposes	Reading books that are structured in different ways and reading for a range of purposes	Reading books that are structured in different ways and reading for a range of purposes	Reading books that are structured in different ways and reading for a range of purposes
Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read	Recommending books that they have read to their peers, giving reasons for their choices	Recommending books that they have read to their peers, giving reasons for their choices
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	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	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
Identifying themes and conventions in a wide range of books	Identifying themes and conventions in a wide range of books	Identifying and discussing themes and conventions in and across a wide range of writing	Identifying and discussing themes and conventions in and across a wide range of writing
Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	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.	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.
Discussing words and phrases that capture the reader's interest and imagination	Discussing words and phrases that capture the reader's interest and imagination	Learning a wider range of poetry by heart	Learning a wider range of poetry by heart
Recognising some different forms of poetry (for example, free verse, narrative poetry)	Recognising some different forms of poetry (for example, free verse, narrative poetry)	Making comparisons within and across books	Making comparisons within and across books
Reading: Comprehension - Understand what they read, in books they can read independently, by			
Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
Asking questions to improve their understanding of a text	Asking questions to improve their understanding of a text	Asking questions to improve their understanding of a text	Asking questions to improve their understanding of a text
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	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	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied
Identifying main ideas drawn from more than one paragraph and summarising these	Identifying main ideas drawn from more than one paragraph and summarising these	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	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	Identifying how language, structure, and presentation contribute to meaning	Identifying how language, structure and presentation contribute to meaning	Identifying how language, structure and presentation contribute to meaning
Retrieve and record information from non-fiction	Retrieve and record information from non-fiction	Retrieve, record and present information from non-fiction	Retrieve, record and present information from non-fiction
Participate in discussion about both books that are read to them and those they can read for	Participate in discussion about both books that are read to them and those they can read for	Participate in discussions about books that are read to them and those they can read for	Participate in discussions about books that are read to them and those they can read for

themselves, taking turns and listening to what others say.	themselves, taking turns and listening to what others say.	themselves, building on their own and others' ideas and challenging views courteously	themselves, building on their own and others' ideas and challenging views courteously
		Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
		Distinguish between statements of fact and opinion	Distinguish between statements of fact and opinion
		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	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.	Provide reasoned justifications for their views.

Appendix - Cross-curricular reading opportunities - overview							
THEME	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Fictional Classics 2 x texts	Where the wild things are	The Cat in the Hat	Paddington	Charlotte's Web	Lion, the witch and the wardrobe	Peter Pan	The Jungle Book
	We're going on a bear hunt	The Jolly Post man	Winnie the Pooh	Stig of the dump	Alice in Wonderland	The Secret Garden	The Hobbit
Poetry 2 x texts				Matilda who told lies	Chocolate Cake	The Walrus and The Carpenter	The Raven and Ozymandias
					Life Doesn't Frighten Me At All	The Highwayman	Jabberwocky
	See year group section of Poetry list						
Wordless books 2 x texts	See year group section of Wordless book list						
Book world cup 3 x texts	See texts from the 100 books to read spine or the topic lists for your year group on the G drive reading folder						
Author 2 x texts	Julia Donaldson	Allen Ahlberg	Jill Tomlinson		JK Rowling	Micheal Morpurgo	Philip Pullman
		Roald Dahl	Dick King Smith	Liz Pichon	Frank Cottrell	Katherine Rundell	Malorie Blackman
Disney Songs 1 text	I Just Can't Wait to Be King	How far I'll go	The phoney king of England	Bare Necessities	Dig a little deeper Almost there	Circle of Life Just around the river bend	Gaston The age of not believing
Songs 1 text						Titanium Sia	Joni Mitchell From Both Sides Now
Local links 1 text	Natural History at Wollaton Hall	Holme Pierrepoin t/ Holme Pierrepoin t Hall-earliest brick building	Robin Hood / Sherwood forest	Professor Sir Peter Mansfield - created the MRI machine	Brian Clough - Forest hero Thomas Hawksley/Papplewick pumping station	Torvill and Dean - highest scoring figure skaters of all time.	Anish Kapoor - installations
		Goose fair	Nottingham Castle	City of caves	George Green/Green's Windmill	Paul Smith - designer	Lord Byron and Newstead Abbey - poet
Science 2 x texts	Understanding the world - seasons	Animals	Exercise and hygiene	Skeletons	Extinction	Earth and Space - NASA/Katherine Johnson	Circulatory system
	Mixing colours	Plants	Everyday materials	Special rocks	Teeth/Digestion	Life cycles - Circle of Life	Evolution
		Seasonal changes	Polars	Light - My Shadow' by Robert Louis Stevenson	Sound - Thomas Edison	Temperature experiments	Electricity - burglar alarms or Wires by Athlete)
	See Literacy in Science EYFS	See Literacy in Science Y1	See Literacy in Science Y2	See Literacy in Science Y3	See Literacy in Science Y4	See Literacy in Science Y5	See Literacy in Science Y6
History 3 x texts	Zodiac - linked with Chinese new year	Bonfire night	Toys in History	Cave drawings	Egyptian gods and goddesses	Zodiac signs	Cracking codes
		Skegness brochure	Fires	Roman legends	See Year 4 Anglo Saxons	Knitting styles	Sacrifices

		Lighthouses	South pole	See Year 3 Romans	See Year 4 Vikings	See Year 5 Crime and Punishment	See Year 6 World War Two
		See Year 1 Gunpowder plot	See Year 2 Great Fire of London	See Year 3 Stone, Bronze and Iron Age	See Year 4 Indus Valley, Ancient Sumer, Shang Dynasty	See Year 5 Ancient Greece	See Year 6 Ancient Maya
Geography 2 x texts		See Year 1 Houses	See Year 2 Africa	See Year 3 and 5 Volcanoes, Earthquakes and Mountains		See Year 5 Rivers	See Year 5 and 6 Amazon and Rainforests
		The House that once was - Julie Fogliano	See Year 2 North and South pole			See Year 5 and 6 Amazon and Rainforests	Rainforest - the explorer
PSHE 2 x texts		The Rabbit Listened Cori Doerrfeld	When Sadness Comes to Call Eva Eland	Someone aspirational	Making money Brother can you spare a dime	Equality - Clara Zetkin and Cesar Chavez	Resilience
		Julian Is a Mermaid Jessica Love	Ravi's Roar Tom Percival	Different diets - veggie, vegan, halal etc	It's a no money day		The Dot Drive
Artist/Designer 1 text	Artistic period linked to art depth map (TBC)						
	Artist/designer/architect etc. linked to art depth map (TBC)						
Pivotal individuals 1 text	Amelia Earhart - first female to fly the Atlantic	Robin Hood	Barack Obama	Bessie Coleman - first African American aviator	Emmeline Pankhurst	Neil Armstrong	Agent Fifi
Learning powers 1 text	resilience	reciprocity	resourcefulness	reflectiveness	resilience	reflectiveness	resourcefulness
Teacher choice 2 x texts							
BAME 2 x texts	See BAME book list						
Culture/British Values/Sports 2 x texts	Chinese New Year	Christmas	Easter/Lent	Diwali	Hindu gods	Eid	Different relationship