

Applecroft School Curriculum Map



Reading – Year 3-6

	Year 3	Year 4	Year 5	Year 6
Reading Behaviours and Fluency	<p>Listen to and discuss a range of fiction, poetry, plays and non-fiction, including whole novels read aloud by teacher</p> <p>Read age appropriate books sufficiently fluently to focus on understanding rather than on decoding individual words.</p> <p>Read aloud with intonation that shows understanding.</p> <p>Take note of punctuation when reading aloud.</p> <p>Read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</p> <p>Check that the text makes sense, correcting any inaccurate reading at the point of difficulty</p> <p>Ask increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'</p> <p>Comment on use of language using terminology including alliteration, rhythm, rhyme, simile</p> <p>Use dictionaries to check meaning of new vocabulary</p>	<p>Listen to and discuss a range of fiction, poetry, plays and non-fiction, including whole novels read aloud by teacher</p> <p>Read age-appropriate books, aloud fluently with intonation that shows understanding</p> <p>Read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</p> <p>Check that the text makes sense, correcting when meaning is lost</p> <p>Use appropriate voices for characters within a story.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences e.g. use of commas to assist phrasing.</p> <p>Skim & scan to locate information and/or answer a question</p> <p>Listen to the opinions of others and adjust own thinking and understanding where appropriate</p> <p>Express personal preferences regarding the work of significant authors/poets</p> <p>Explain similarities and differences with own experiences</p>	<p>Listen to and discuss a range of fiction, poetry, plays and non-fiction which they might not choose to read themselves, including whole novels read aloud by teacher</p> <p>Vary voice for direct or indirect speech.</p> <p>Show understanding through emphasis, intonation and volume when reading aloud</p> <p>Refine questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences e.g. use of punctuation for parenthesis.</p> <p>Use technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect</p>	<p>Listening to and discuss an increasingly wide range of fiction, poetry, plays and non-fiction which they might not choose to read themselves, including whole novels read aloud by teacher</p> <p>Skim and scan to aide note-taking.</p> <p>Read aloud fluently with intonation that shows understanding</p> <p>Generate open questions to explore a range of possibilities and justifies responses in relation to the text</p> <p>Express and justify personal preferences regarding significant authors/poets</p> <p>Make comparisons within and across texts e.g. similar events such as being an evacuee in Goodnight Mister Tom and Carries Ware</p>

Word Reading

<p>Read accurately many polysyllabic and multi-morphemic words and further exception words</p> <p>Develop phonological knowledge and use morphology for meaning by:</p> <p>Using knowledge of root words to understand meanings of words e.g. .squirrel - squirreling.</p> <p>Using prefixes to understand meaning e.g. un-,dis-, -mis-, re-.</p> <p>Using suffixes to understand meanings including -ation, -ous</p>	<p>Read accurately most polysyllabic and multi-morphemic words and further exception words</p> <p>Secure morphological knowledge and phonological knowledge by:</p> <p>Using knowledge of root words to understand meanings of words e.g. .revolve - revolution.</p> <p>Using prefixes to understand meanings e.g. sub-,inter-, anti-, -auto-.</p> <p>Using suffixes to understand meanings e.g. -tion, -sion, -ssion, -cian.</p> <p>Read and understand meaning of words on Y3/4 word list.</p>	<p>Apply word reading skills built up to Year 4 accurately</p> <p>Apply morphological knowledge and phonological knowledge alongside etymological strategies including.</p> <p>Using knowledge of root words to understand meanings of words e.g. space - spacious.</p> <p>Applying knowledge of prefixes to understand meaning of new words.</p> <p>Using suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably,</p> <p>Read and understand meaning of words on Y5/6 word list.</p>	<p>Apply word reading skills built up to Year 4 accurately</p> <p>Independently select and apply morphological, phonological knowledge and etymological strategies and knowledge including.</p> <p>Using knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able,</p> <p>Using suffixes to understand meanings e.g. -cious, -tious, -tial, -cial.</p> <p>Use etymology to help the pronunciation of new words e.g. chef, chalet, machine and brochure - French in origin.</p> <p>Read and understand meaning of words on Y5/6 word list.</p>
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<p>Vocabulary</p>	<p>Explain the meaning of unfamiliar words using the context of the text.</p> <p>Identify and discuss new vocabulary and sentence structure to develop understanding.</p> <p>Identify and understands meanings of a wide range of conjunctions used to link events together.</p> <p>Identify and collect favourite words and phrases which capture the reader's imagination.</p> <p>Identify a range of standard words/phrases used at various stages of a narrative <i>e.g. introduction, build up etc.</i></p>	<p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Note examples of descriptive language that explains the mood or atmosphere they create.</p> <p>Notice key words and phrases used to convey passing of time to introduce paragraphs or chapters.</p> <p>Identify how specific words and phrases link sections, paragraphs and chapters.</p> <p>Identify how authors use precise vocabulary to meet the intended purpose/effect <i>e.g. They slipped into the room unnoticed.</i></p>	<p>Use a range of strategies to identify the meaning of new vocabulary including context and root words.</p> <p>Identify examples of effective description that evoke time or place commenting both on word and sentence choice.</p> <p>Note words and phrases in pre twentieth century writing which have changed their meaning over time.</p>	<p>Use a range of strategies to identify the meaning of new vocabulary including morphology and etymology.</p> <p>Analyse, and explain the impact of, authors' techniques and use of language <i>e.g. expressive or figurative language, range of sentence structure, repetition etc.</i></p> <p>Notice where the author uses a wider range of cohesive language to create more sophisticated links between, and within paragraphs, <i>e.g. where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand.</i></p>
<p>Retrieving</p>	<p>Refer back to the text for evidence when providing explanations <i>e.g. She is unhappy because it says she starts to cry.</i></p> <p>Extract information from tables and charts.</p> <p>Retrieve information from a specified section of a text, such as opening paragraph, where there is competing (distracting) information</p> <p>Use contents pages and indexes to locate, retrieve and record information from non-fiction texts.</p> <p>Recognise different narrative genres including adventure stories and fables</p> <p>Notice the difference between 1st and 3rd person accounts.</p>	<p>Recognise the introduction, build-up, climax or conflict and resolution in narrative.</p> <p>Identify a wide range of poetic forms, <i>e.g. cinquain, haiku, calligram, kenning.</i></p> <p>Identify key words and phrases as evidence when making a point.</p> <p>Retrieve information from a text where there is competing (distracting) information.</p> <p>Identify the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>Analyse how structural and presentational features contribute to purpose in a range of texts.</p> <p>Identify events that are presented in more detail and those that are skimmed over.</p>	<p>Comment on use of language using terminology including onomatopoeia, metaphor and personification.</p> <p>Justify personal response to particular texts and characters with evidence.</p> <p>Retrieve information, referring to more than one place in the text, and where there is competing (distracting) information.</p> <p>Note how cohesion is achieved in different ways. <i>e.g. variation of the subject - Tom, He, The boy.</i></p> <p>Identify how the author signals change in the narration, time and place and notes the effect that this has on them as the reader.</p>	<p>Comment on use of language using terms such as analogy, style and effect.</p> <p>Retrieve information, referring to more than one text, and where there is competing (distracting) information.</p> <p>Recognise how the author of non-fiction texts expresses, sequences and links points.</p> <p>Explain how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence <i>e.g. wider reading.</i></p> <p>Consider when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage.</p> <p>Identify and analyse conventions across a range of non-fiction text types and forms looking at</p>

	<p>Identify the conventions of different types of writing <i>e.g. greetings in a letter/email, diary entries, numbers and headings in instructions.</i></p>	<p>Identify underlying themes in a range of narrative texts <i>e.g. courage over adversity, loss etc.</i></p> <p>Identify the way descriptive language and small details are used to build an impression of an unfamiliar place.</p> <p>Identify figurative and expressive language that builds a fuller picture of a character.</p>	<p>Identify and compare underlying themes in a range of narrative texts <i>e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</i></p> <p>Identify how an author varies pace by using direct or reported speech at different points in a story.</p> <p>Comment on how a character is built and presented, referring to dialogue, action and description.</p> <p>Retrieve, and use ideas from non-fiction in a different format <i>e.g. retrieve information from a report to inform a persuasive text.</i></p> <p>Identify precision in the use of technical terminology and considers the different reasons for why an author might use this <i>e.g. for genuinely informative reasons, or to 'bamboozle' the reader.</i></p>	<p>the differences in conventions within the same text type <i>e.g. categorise sub-sets of persuasive texts into groups.</i></p> <p>Comment on authorial intent and the effect on the reader in choosing direct or reported speech at different points in the story.</p> <p>Comment on how a character is built and presented, referring to relationships, change and growth.</p> <p>Retrieve, record and present ideas from non-fiction in a different forms <i>e.g. retrieve information from several different sources to create a discussion text.</i></p>
Summarising	<p>Summarise and discuss the main ideas of a non-fiction text.</p> <p>Sequence and discuss the main events in stories.</p> <p>Begin to identify themes across texts <i>e.g. friendship, good and evil, bullying.</i></p>	<p>Explain and justify an opinion on the resolution of an issue/whole narrative.</p> <p>Summarise the main ideas of a non-fiction text to support note taking</p>	<p>Summarise main ideas from more than one text to support note taking.</p> <p>Analyse information from tables and charts and incorporate this information into a summary of the whole text.</p>	<p>Summarise competing views.</p> <p>Analyse dialogue at certain points in a story and summarise its purpose <i>e.g. to explain plot, show character and relationships, convey mood or create humour.</i></p> <p>Discuss main ideas from a text within a group and summarises the discussion.</p>
Predicting	<p>Predict what might happen from details stated and indicate the strength or likelihood of their prediction being correct.</p>	<p>Predict on the basis of information stated or implied <i>e.g. mood or atmosphere, how a character will behave in a particular setting.</i></p>	<p>Predict what might happen from information stated and implied and read ahead to locate clues to support understanding.</p> <p>Identify whether changes in characters met or challenged the reader's expectations.</p>	<p>Predict what might happen from information stated and implied and scan for key information and evidence to support this.</p> <p>Makes predictions about texts based on comparative knowledge <i>e.g. genres, authors.</i></p>

Inferring

<p>Suggest reasons for actions and events.</p> <p>Infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the text.</p> <p>Identify with characters and make links with own experiences when making judgements about the characters' actions.</p> <p>Justify views about what they have read.</p> <p>Identify how settings are used to create atmosphere <i>e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?</i></p> <p>Identify evidence of relationship between characters based on dialogue and behaviour.</p> <p>Analyse the use of language to set scenes, build tension or create suspense.</p> <p>Explain how words/phrases in the description are linked to create suspense.</p> <p>Explain how words/phrases in the description are linked to create an overall and consistent impression on the reader, <i>for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</i></p>	<p>Identify techniques used by the author to persuade the reader to feel sympathy or dislike.</p> <p>Justify opinions of particular characters.</p> <p>Distinguishes between fact and opinion.</p> <p>Make deductions about the motives and feelings that might lay behind characters' words.</p> <p>Summarise the way that the setting affects characters' appearance, actions and relationships <i>e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'.</i></p> <p>Comment on the way key characters respond to a problem.</p> <p>Make deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected.</p> <p>Explore alternative outcomes to an issue.</p> <p>Analyse dialogue, making judgements about the extent to which characters reveal their true feelings or motives.</p> <p>Evaluate texts for their appeal for the intended audience.</p>	<p>Provide evidence of characters changing during a story and discuss possible reasons where reasons are not obviously stated in the text.</p> <p>Recognise that characters may have different perspectives in a story.</p> <p>Consider the time and place where a story is set and look for evidence of how that affects characters' behaviour and/or plot development.</p> <p>Explore in-depth, the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text.</p> <p>Summarise ideas across paragraphs, identifying key details that support the main ideas.</p> <p>Identify conventions across a range of non-fiction text types and forms <i>e.g. first person in autobiographies</i>, and can identify where a common convention has been broken/breached/ ignored.</p> <p>Analyse characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes.</p> <p>Identify examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context.</p>	<p>Draw reasoned conclusions from non-fiction texts which present differences of opinion.</p> <p>Analyse why and how scene changes are made and how they affect characters and events.</p> <p>Distinguish between implicit and explicit points of view.</p> <p>Identifies and summarises underlying themes in a range of narrative texts, noting where there are several themes competing in a text.</p> <p>Provide evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres.</p> <p>Explain underlying themes across a range of poetry <i>e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</i></p> <p>Explain the intent of the author <i>e.g. explains how the author has tried to manipulate the emotions/bias of the reader or the effect on the reader of the author's choice of language.</i></p> <p>Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader <i>e.g. in parody.</i></p>
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Analysing and Comparing

Evaluate how specific information is organised e.g. in non-fiction texts the use of subheadings, contents, bullet points, glossary and diagrams.

Identify how language structure and presentation e.g. font size, bold, calligrams contribute to the meaning.

Discuss the purpose of paragraphs and identify the key idea in a paragraph.

Analyses and compare plot structure.

Recognise the move from general to specific detail.

Comment on the effect of changes of scene e.g. safe to dangerous pace to build tension.

Analyse how the structure of non-fiction text relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint, how a diagram supports the main body of the text.

Analyse how poetry is structured and its effect on the reader.

Identify the move between generalisations and specific information.

Understand how authors use a variety of sentence constructions e.g. *relative clauses to add detail*.

Explain the decisions that the author has made in setting up problems for the characters and choosing how to resolve them.

Comment on differences between what characters say and what they do.

Analyse the structure of more complex non-linear narratives, print and electronic texts that require choices to be made by the reader, creating multiple plots e.g. *experimenting with the different paths that the reader can take through the text*.

Analyse paragraph structures in similar texts, noting and commenting on similarities and differences.

Recognise the style of different authors and their intended audiences.

Identify balanced or biased viewpoints.

Check whether viewpoint changes in a story.

Justify personal response to narratives with suitable expansion e.g. *whether it was believable, whether dilemmas were resolved satisfactorily*.

Identify how authors use a range of narrative structures e.g. *stories within stories, flashbacks*, and can demonstrate understanding by re-telling /writing the narrative using a different structures.

Justify agreement or disagreement with narrator's point of view when evaluating a text.

Explain how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. *'I didn't like this character at the beginning because but now I understand why*.