



Ashbury Meadow Primary School – Whole Class Guided Reading Curriculum

Text Mapping

Sequencing – What we Learn and When

EYFS

Within Nursery, students access use the Foundations for Phonics Little Wandle reading sessions to support their developing reading skills. This is structured around Phonics, Language and Love of Reading. This is researched and developed to heavily support early language and literacy development

Within Reception, Year 1 and the beginning of Year 2, students participate in Little Wandle Reading Practice Groups to support their guided reading skills. The three reads structure teaches pupils to decode, read with prosody and comprehension. Little Wandle assessment guidance supports staff to match children's secure phonic knowledge to appropriate decodable books from the Little Wandle Letters and Sounds Scheme.

Year 1-6

As students move into Year 1 – 6, students begin by continuing Little Wandle Reading Practice Groups to support their reading skills, as aforementioned above. Once students have secured this knowledge they move into Whole Class Guided Reading sessions, guided by principles of Talk for Reading. The following texts are used to support this to allow for a varied range of texts and genres to be accessed by students.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Little Wandle Reading Practice Groups	Little Wandle Reading Practice Groups	Little Wandle Reading Practice Groups	Little Wandle Reading Practice Groups	Little Wandle Reading Practice Groups	Little Wandle Reading Practice Groups
Year 2	Little Wandle Reading Practice Groups	Little Wandle Reading Practice Groups	The Day the Crayons Quit- Drew Daywalt Double Trouble – June Crebbin	Julian is a Mermaid – Jessica Love The World's Smallest and Largest Birds by Peggy Campbell	Grandad's Island – Benji Davies Dogs in Space by Vix Southgate	Fantastically Great Women Who Changed the World – Kate Pankhurst Kind – Jess McGeachin
Year 3	Stig of the Dump – Clive King	Bill's New Frock – Anne Fine	The Iron Man – Ted Hughes To the Countryside – Joseph Coeleho	The Queen Engineer – Suzanne Hemming	Toys Go Out – Emily Jenkins	Cloud Busting – Malorie Blackman The Fossil Hunter – Kate Winter

	The Secret of Stone Henge by Mick Manning	The Door by Miroslav Holub		My Skin, Your Skin by Onyinye Iwu	Bed in Summer – Robert Louis Stevenson	
Year 4	Pride: The Story of the Rainbow Flag and Harvey Milk – Rob Sanders Firework Makers Daughter – Phillip Pullman	The Railway Children – Edith Nesbit A Life Electric: A Story of Nikola Tesla by Azadeh Westergaard	Perry Angel’s Suitcase – Glenda Millard Ancient Egypt - Ladybird	The River – Valerie Bloom Water Cycles by DK	The Girl Who Stole an Elephant – Nizrana Farook A Cat's Guide to the Night Sky by Stuart Atkinson	Dream Variation – Langston Hughes – poetry The Snow Walker’s Son – Catherine Fisher
Year 5	Varjak Paw – SF Said This is the Night Mail – WH Auden	Tom’s Midnight Garden – Philippa Pearce Tanni Grey-Thompson - Rachel Ignotofsky - biography	Children of the Benin Kingdom – Dinah Orji Diary of a Young Naturalist by Dara McAnulty	The Lie Tree – Francis Hardinge Macbeth Abridged – Adam Matthews	Strangeworlds Travel Agency – LD Lapinski Fog – Carl Sandberg	The Boy at the Back of the Class – Onjali Q Rauf The Solar System – David Almond
Year 6	The Last Year – Matt Goodfellow Charge of the Light Brigade – Alfred Tennyson	Holes – Louis Sachar Black and British – David Olosuga	The Pants Project – Cat Clarke Greeks – historical non-fiction	Cogheart – Peter Bunzl This Book is not Rubbish – Isabel Thomas – report	The Hobbit – JRR Tolkien The Tyger – Poetry – William Blake	The Island at the End of Everything Greta Thunberg – Biography – Devika Jina

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding children should:	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)</p> <p>Read some taught common exception/ high frequency and familiar words. (LIT)</p> <p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</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 they meet</p> <p>read further exception words, noting the unusual</p> <p>correspondences between spelling and sound, and where these occur in the word</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 they meet</p> <p>read further exception words, noting the unusual</p> <p>correspondences between spelling and sound, and where these occur in the word</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>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 Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and</p>	<p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly & accurately without overt sounding and blending</p>				
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		expression, pausing at full stops (extra)					
Range of reading children should:	<p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)</p> <p>To use non-fiction books to develop new knowledge and vocabulary. (C&L)</p>	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listen to, discuss and express 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	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books

<p>Familiarity with texts children should:</p>	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT)</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in</p>	<p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase 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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>	<p>increase 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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>
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	response to questions. (LIT)						
Poetry and performance children should:	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	learn to appreciate rhymes and poems, and to recite some by heart	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry	learn a wider range of poetry by heart, 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	learn a wider range of poetry by heart, 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
Word meanings children should:	Talk about elements of a topic using newly introduced vocabulary (C&L)	discuss word meanings and link new meanings to words already known	discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read

<p>Understanding children should:</p>	<p>Understand how to listen carefully. (C&L)</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)</p>	<p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear read to their own experiences</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>answer simple retrieval questions about a text and find evidence to support answers (Extra)</p>	<p>discuss the sequence of events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make links between a current book and those already read</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
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Inference children should:	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	discuss the significance of the title and events make inferences on the basis of what is being said and done	make inferences on the basis of what is being said and done answer and ask questions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
Prediction children should:	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	predict what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied
Authorial intent children should:				discuss words and phrases that capture the reader's interest and imagination identify how language,	discuss words and phrases that capture the reader's interest and imagination identify how language,	identify how language, structure and presentation contribute to meaning	identify how language, structure and presentation contribute to meaning

				structure, and presentation contribute to meaning	structure, and presentation contribute to meaning	discuss and evaluate how authors use language, including figurative language and consider the impact on the reader	discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
Non-fiction children should:	<p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>

<p>Discussing reading children should:</p>	<p>Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p> <p>Talk about and respond with questions to non-fiction books;</p>	<p>participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>
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	recalling some facts with increasing explanation and vocabulary in response to questions.						
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