



Widden Primary Subject Termly Map



Reading

Vision for the subject: To develop a love of reading across the school, ensuring our pupils leave us able to read, write and communicate in a manner that means they will be able to enjoy and make the very most of their future opportunities as learners in any curriculum area. Using a progressive reading spine our children are exposed to a range of high-quality texts and are taught through Phonics and VIPERS. VIPERS is used to explicitly teach the skills of comprehending a text and helps to upskill our readers to answer a widening range of questions.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Phase 2 Sounds (s,a,t,p,i,n,m,d ,g,o,c,k,ck,e,u ,r,h,b,f,l) Tricky words (is, l, the)	Phase 2 Sounds (ff,ll,ss,j,v,w,x, y,z,zz,qu,ch,s h,th,ng,nk) Tricky words (put,pull,full,a s,and,has,his, her,go,no,to,in to,she,push,h e,of,we,me,be)	Phase 3 Sounds (ai,ee,igh,oa,o o,oo,ar,or,er,o w,oi,ear,air,er) Tricky words (was,you,they ,my,by,all,are, sure,pure)	Phase 3 Sounds (review, longer words, double letters, ing words, compound words, s, es, z endings) Tricky words (review all)	Phase 4 (short vowels, CVCC, CCVCC, longer words, compound words, different endings) Tricky words (said, so, have,like,som e, come, love,do, were,here,littl e,says,there, when,what,on e,out,today)	Phase 4 (long vowels, longer words, different endings, er, est) Tricky words (review all)
	Daily storytimes from the reading spine	Daily storytimes from the reading spine	LW Reading Groups Daily storytimes from the reading spine	LW Reading Groups Daily storytimes from the reading spine	LW Reading Groups Daily storytimes from the reading spine	LW Reading Groups Daily storytimes from the reading spine
Assessment	<p>ELG - Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG - Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>					
VIPERS KS1	VIPERS - vocabulary, inference, prediction, explain, retrieve, sequence					
Year 1	Phase 3 and 4 recap Phase 5 (ay,ou,oy,ea) Tricky words (Phase 5 (ir,ie,ue,u,o,i,a ,e,a-e,i-e,o-e,u-e,e-e,ew,ie,aw, grow the code) Tricky words (their,people,o h,your,Mr,Mrs ,Ms,ask,could, would,should, our,house,mo use,water,wa nt)	Phase 5 (y,ea,wh,oe,y, ow,g,ph,le,al,c ,ve,u,se,ce,ey ,grow the code) Tricky words (any,many,ag ain,who,whole ,where,two,sc hool,call,differ ent,thought,th rough,friend,w ork)	Phase 5 (ur, oo, air, or, tch, ture, ar, or, schwa, o, air, ur, r, s, c, sh, ze) Tricky words (once, laugh, because, eye)	Phase 5 (ay, a-e, ea, e, ie, i-e, o, o-e, ue, ew, u-e, aw, ea, ir, ou, oy, i, a, ow, u, ph, wh, ie, g) Tricky words - recap all learnt	Phase 5 (eigh, aigh, ey, ea, kn, gn, mb, ere, eer, su, si, dge, y, ge, ti, ssi, si, ci, augh, our, oar, ore) Tricky words (busy, beautiful, pretty, hour, move, improve, parents, shoe)

	<u>Texts for the term</u> Tiger Walk The hat full of secrets Meesha makes friends I can only draw worms Gorilla	<u>Texts for the term</u> Rabbit and Bear Stick Man You matter A number of numbers Dolphin Boy	<u>Texts for the term</u> How airports work My dad is a grizzly bear Monster! Hungry! Phone! Funny Bones Molly Roger's to the rescue	<u>Texts for the term</u> Dogs in Disguise Lights on Cotton Rock The Big Book of Blooms Man on the Moon Poems out loud	<u>Texts for the term</u> Look Up! The bear who starred Arlo Chocolate Cake There's a tiger in the garden	<u>Texts for the term</u> Splay Day Around the world in 80 days Paddington On Sudden Hill The owl who was afraid of the dark
Vocabulary	Title, book, story, fiction, non-fiction, sequence, beginning, middle, end, explain, retrieve, retrieval					
Assessment	<p>Word reading</p> <p>apply phonic knowledge and skills as the route to decode words 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 sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 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.</p>					
	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently participate in discussion about what is read to them, taking turns and listening to what others say	being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far	recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known	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	explain clearly their understanding of what is read to them
End Points For The Year	<p>To have developed a pleasure in reading being able to discuss word meanings.</p> <p>To have listened to a range of texts, beginning to make links and discuss what they have heard.</p> <p>To be able to sequence main events in a text.</p>					
VIPERS KS1	VIPERS - vocabulary, inference, prediction, explain, retrieve, sequence					
Year 2	Phonics group catch up <u>Texts for the term</u> How to be cooler than cool, Meet the Twitches, Counting on Catherine, The Rainbow BearLubna and Pebb, le , Unipiggle	Phonics group catch up <u>Texts for the term</u> The smart cookie, The Storm Whale, A Walk in London, Can I build another me?, Pip & Egg, Marge in Charge	Phonics group catch up <u>Texts for the term</u> The Enchanted Wood, The Bear and the Piano, A Bears Guide to Beekeeping, Great Women who saved the planet, Investigators	Phonics group catch up <u>Texts for the term</u> Poems Aloud, All through the night , The Proudest Blue, Into the Forest, The Rainforest Book, Nellie Choc-Ice	Phonics group catch up <u>Texts for the term</u> Dear Earth, Meet the Microbes, The Tear Thief, Inside the Villains, The Invisible, Marv	Phonics group catch up <u>Texts for the term</u> Somebody swallowed Stanley, You are 25% Banana, My Very Important World, Big City Atlas, Aaron Slater Illustrator
Vocabulary	vocabulary, sequence, order, events, questions, title, author, illustrator	vocabulary, infer, events, views, opinion, predict, prediction	vocabulary, definition, sequence, events, story, poem, title,	vocabulary, definition, meaning, events, story, poem, title, infer, retell, opinion,	vocabulary, definition, meaning, events, story, poem, title, infer,	vocabulary, definition, meaning, events, story, poem, title, infer,

			infer, retell, opinion	retrieve, recurring	retell, opinion, retrieve, explain	retell, opinion, retrieve, explain
Assessment	Assessment To be able to listen to and discuss a wide range of text types To be able to discuss the sequence of events in a text To begin to ask and answer questions about a text	Assessment To be able to listen to and express views on a wide range of text types To be able to predict what might happen on a basis of what has been read so far Reading assessment point	Assessment To begin to make inferences on what has been said or done To be able to retell a wide range of stories and traditional tales	Assessment To recognise simple recurring literary language in stories and poems To be able to discuss and clarify the meaning of words Reading assessment point	Assessment To be able to discuss their favourite words and phrases To be able to ask and answer questions about a text KS1 SATS	Assessment To build up a repertoire of poems learnt by heart To make inferences on what has been said or done Reading teacher assessment
End Points For The Year	To be able to listen to, discuss and express views about a range of texts. To make predictions using what has been read so far. To be able to sequence events and be able to retell familiar stories. To be able to ask and answer questions about a text. To be able to discuss the meaning of words and discuss their favourite words.					
End of KS1 Expectations	We want our children to finish year 2 by being able to... Listen to a range of texts, discussing and expressing their views Sequence events and be able to retell stories Predict what they think will happen next To be able to read many words fluently and decode unfamiliar words To be able to answer questions about a text and discuss the meaning of words					
KS2 VIPERS	VIPERS - vocabulary, inference, prediction, explain, retrieve, summarise					
Year 3	Texts for the term After the fall Iron Man The Wild Robot Jelly Belly Smelly Boots Gorilla The street beneath my feet	Texts for the term The Puffin Keeper Amazing Islands Antarctica Frontiers of Space Charlotte's Web	Texts for the term Dragon Storm Me and Mister P Leon and the place between Atlas of Adventures Interview with a shark	Texts for the term Nano Varjak Paw The Bag Guys Toto The Agent Moose	Texts for the term The Invisible Boy The Worst Witch The Creakers The Princess Rules The Dragon Machine	Texts for the term Mayor Bunnies Chocolate Town Tiger, Tiger, Burning Bright Wolf Brother Book of Brilliant Bugs The Night Flower
Vocabulary	vocabulary, choice, meaning, author, illustrator, predict, prediction, summarise, events, sequence	Fiction, Non-Fiction, Poetry, character, explain, justify, vocabulary, choice, meaning, infer, inference, scanning	vocabulary, choice, meaning, author, illustrator, predict, prediction, retrieval,	comprehension, vocabulary, meaning, choice, author, opinion, retrieve, retrieval, scanning, skimming, summarise, facts	comprehension, vocabulary, meaning, choice, author, opinion, infer, inference, scanning, facts, explain, justify	Comprehension, vocabulary, meaning, choice, author, opinion, retrieve, retrieval, scanning, skimming, inference, facts
Assessment	Assessment To develop a positive attitudes to reading, and an understanding of what they read To read books that are structured in different ways and read for a range of purposes To begin to use a dictionary to check the meaning of words that they have read	Assessment To be able to discuss words and phrases To be able to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Reading assessment point	Assessment To be able to predict what might happen from details stated and implied To retrieve and record information from non-fiction texts	Assessment To be able to identify main ideas drawn from more than 1 paragraph and summarise these To use a dictionary to check the meaning of words that they have read Reading assessment point	Assessment To begin to ask questions to improve their understanding of a text To be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions	Assessment To be able to discuss words and phrases that capture the reader's interest and imagination To be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions Reading assessment point

End Points For The Year	<p>To be able to make predictions using details that are stated or implied</p> <p>To be able to identify main ideas from longer texts, being able to summarise key facts</p> <p>To be able to discuss word choices and their intended impact</p> <p>To retrieve information from text</p> <p>To read books and begin to think about how they are structured</p>					
Year 4	<u>Texts for the term</u> Planet Stan Earth is Big A dinosaur ate my sister The Queen's Nose Brand New Boy	<u>Texts for the term</u> The Land of Roar The Lost Words Olympic Poems Solve your own mystery How to live forever	<u>Texts for the term</u> Illumanatomy Welcome to my crazy life How to train your dragon Amazing Animals A Street through time	<u>Texts for the term</u> The lion, the witch and the wardrobe The big book of the UK Magicat Race to the frozen North Dog Man	<u>Texts for the term</u> A world of cities Rainbow Grey Earth Heroes Sky Starfell	<u>Texts for the term</u> The boy at the back of the class Song of the dolphin boy The great chocoplot The Highland Falcon Thief Apes to Zebras
Vocabulary	Vocabulary, words, predict, prediction, summarise, text, non-fiction, fiction, structure,	poem, poetry, vocabulary, dictionary, meaning, definition, explain, infer, inference, context	Vocabulary, words, predict, prediction, retrieve, retrieval, opinion, interest, imagination,	Vocabulary, words, meaning, summarise, summary, events, sequence, retrieve, justify, fiction, non-fiction	Vocabulary, words, dictionary, meaning, definition, explain, infer, inference, character	Vocabulary, words, infer, inference, character, retrieve, evidence, justify, explain, opinion, non-fiction, fiction
Assessment	Assessment To be able to make a prediction using details from the text To be able to identify and summarise key points	Assessment To use a dictionary with support to find the word meaning To be able to explain the meaning of words in context Reading assessment point	Assessment To be able to make a prediction using details stated and implied To be able to discuss words and phrases that capture interest and imagination	Assessment To be able to retrieve information from fiction and non-fiction texts To summarise main events in a text Reading assessment point	Assessment To be able to use a dictionary to find out word meaning To make inferences about a characters feelings and thoughts	Assessment To make inferences about a characters feelings and thoughts, justifying with evidence To be able to retrieve information from fiction and non-fiction texts Reading assessment point
End Points For The Year	<p>To have a positive attitude to reading, and an understanding of what they read</p> <p>To use dictionaries to check the meaning of words</p> <p>To identify themes and conventions in a wide range of books</p> <p>To be able to ask questions to improve their understanding</p> <p>To be able to identify main ideas and summarise key points</p> <p>To predict what might happen using details stated and implied</p> <p>To be able to draw on inferences such as feelings, thoughts and motives of characters</p>					
Year 5	<u>Texts for the term</u> The Last Bear New Kid Twitch Epic Adventures Secrets of a Sun King	<u>Texts for the term</u> Being Me Ella on the Outside Factopia The luckiest kid in the world Music	<u>Texts for the term</u> Roller Girl Arctic Star Asha and the Spirit Bird On your marks, get set, gold Her Story	<u>Texts for the term</u> The Dam The House with Chicken Legs The Book of Hopes The Green Planet Dragon Mountain	<u>Texts for the term</u> My life as a cat Pages & Co The Secret of the Treasure Keepers The Bacteria Book The Silver Sword	<u>Texts for the term</u> The Dog that saved the World Useful Advice Amazon River The great food bank heist Rumble Star

Vocabulary	vocabulary, meaning, definition, define, opinion, retrieve, retrieval, summarise, facts, events	vocabulary, meaning, definition, define, opinion, retrieve, retrieval, statement, facts, events	vocabulary, meaning, definition, define, opinion, infer, inference, explain, justify, statement, facts, events	vocabulary, meaning, definition, define, opinion, predict, prediction, summarise, summary, scanning, skimming, justify, statement, facts, events	vocabulary, meaning, definition, define, opinion, explain, explanation, infer, inference, synonym, scanning, skimming, justify, statement, facts, events	vocabulary, meaning, definition, define, opinion, infer, inference, synonym, scanning, skimming, retrieve, retrieval, justify, statement, facts, events
Assessment	<p>Assessment</p> <p>To begin to identifying and discuss themes and conventions in writing To discuss their understanding of the meaning of words in context</p>	<p>Assessment</p> <p>To be able to ask questions to improve their understanding To make predictions about what might happen from details stated and implied</p> <p>Reading assessment point</p>	<p>Assessment</p> <p>To begin to make comparisons within and across books To draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p>	<p>Assessment</p> <p>To begin to distinguish between statements of fact and opinion To be able to retrieve, record and present information from non-fiction</p> <p>Reading assessment point</p>	<p>Assessment</p> <p>To explain and discuss their understanding of what they have read To be able to discuss and evaluate how authors use language</p>	<p>Assessment</p> <p>To begin to provide reasoned justifications for their views To participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>Reading assessment point</p>
End Points For The Year	<p>To be able to retrieve and record information from non-fiction texts</p> <p>To be able to participate in discussions about a text listening to and challenging ideas</p> <p>To be able to ask questions to improve their understanding</p> <p>To be able to discuss the meaning of words</p> <p>To be able to justify their thinking</p> <p>To begin to make comparisons within and across texts</p> <p>To make predictions using details from the text</p>					
Year 6	<p><u>Texts for the term</u></p> <p>Stick Boy You are a champion Funky Chickens The Lost Whale Amari</p>	<p><u>Texts for the term</u></p> <p>Tale of Ancient Worlds Front Desk Nevermoor Space Maps Love that dog</p>	<p><u>Texts for the term</u></p> <p>Power Up The Shark Caller Goodnight Mr Tom When Hitlet Stole Pink Rabbit Tom's Midnight Garden</p>	<p><u>Texts for the term</u></p> <p>The Island I go quiet Locomotion The boy who made everyone laugh Crooked Oak</p>	<p><u>Texts for the term</u></p> <p>The Thief who Sang Storms Dread Wood No Ballet Shoes in Syria Show us who you are Survival in Space</p>	<p><u>Texts for the term</u></p> <p>How to be me Goddess Belonging Street Fly High Crew Head Kid</p>
Vocabulary	vocabulary, meaning, definition, choice, opinion, synonym, predict, prediction, explain, summarise, events, facts, evidence, statement	vocabulary, meaning, definition, choice, opinion, synonym, infer, inference, summarise, events, facts, evidence, statement, paragraph	vocabulary, meaning, definition, choice, opinion, synonym, summarise, events, facts, evidence, statement, paragraph, impression, retrieve, retrieval, explain, explanation, justify	vocabulary, meaning, definition, choice, opinion, synonym, summarise, events, facts, evidence, statement, paragraph, impression, retrieve, retrieval, explain, explanation, justify	vocabulary, meaning, definition, choice, opinion, synonym, summarise, events, facts, evidence, statement, paragraph, impression, retrieve, retrieval, explain, explanation, justify	vocabulary, meaning, definition, choice, opinion, synonym, summarise, events, facts, evidence, statement, paragraph, impression, retrieve, retrieval, explain, justify
Assessment	<p>Assessment</p> <p>To be able to identifying and discuss themes and conventions</p>	<p>Assessment</p> <p>To be able to ask questions to improve their understanding</p>	<p>Assessment</p> <p>To make comparisons within and across books</p>	<p>Assessment</p> <p>To provide reasoned justifications for their views</p>	<p>Assessment</p> <p>To be able to discuss and evaluate how authors use</p>	<p>Assessment</p> <p>To be able to summarising the main ideas drawn from more than</p>

	<p>in and across a wide range of writing To discuss their understanding and explore the meaning of words in context To make predictions about what might happen from details stated and implied</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Reading assessment point</p>	<p>To 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</p>	<p>To be able to distinguish between statements of fact and opinion</p> <p>Reading assessment point</p>	<p>language, including figurative language, considering the impact on the reader To retrieve, record and present information from non-fiction</p> <p>KS2 SATS</p>	<p>one paragraph, identifying key details that support the main ideas To confidently justify and explain their thinking around a text</p>
End Points For The Year	<p>To be able to provide reasoned justifications for their views</p> <p>To be able to identify main themes and conventions in texts</p> <p>To be able to discuss the meaning and reasons for word choices</p> <p>To be able to make comparisons across and within texts</p> <p>To explain and discuss their understanding through formal presentations and debates</p> <p>To be able to distinguish between fact and opinion</p> <p>To be able to summarise main events and identify key words/facts</p>					
End of KS2 Expectations	<p>At the end of KS2 we want our children to...</p> <p>enjoy and read a wide range texts fluently</p> <p>identify main themes within and across texts</p> <p>confidently ask and answer a range of questions</p> <p>to be able to discuss the meaning of words and talk about author choices</p> <p>to make predictions</p> <p>to justify their thinking using evidence to back up their ideas</p>					