



Eaton Primary School
National Curriculum Mapping
Reading

National Curriculum Mapping

How this document works:

This is a whole school overview, demonstrating where the objectives, laid out in the National Curriculum, are covered.

EYFS

This table demonstrates how each unit of work links to the Early Learning Goals and the Development Matters 2021 statements.

KS1 & 2

These tables identify the National Curriculum objectives for each year group and how they are mapped to each unit taught.

EYFS

Early Years Foundation Stage (Reception) Unit of Work	Early years outcomes: Reading Development Matters 2021 statements <i>Early Learning Goals</i>
The Gingerbread Man	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
I'm Going to Eat this Ant	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school's phonic programme.
The Naughty Bus	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme.
The Journey Home	Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme.
Silly Doggy!	Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme.
Supertato	Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme

<u>Comprehension</u> develop pleasure in reading, motivation to read, vocabulary and understanding										✓
understand both the books they can already read accurately and fluently and those they listen to										✓
participate in discussion about what is read to them, taking turns and listening to what others say										✓
explain clearly their understanding of what is read to them.										✓

National Curriculum objectives from comprehension are covered during daily in story time in Key Stage 1.

Year 2

National Curriculum Objectives	Troll	Above and Below	The Dragonsitter	Owen and the Soldier	Fantastic Mr Fox	Grimm's Fairytales
continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	✓	✓	✓	✓	✓	✓
read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	✓	✓	✓	✓	✓	✓
read accurately words of two or more syllables that contain the same graphemes as above	✓	✓	✓	✓	✓	✓
read words containing common suffixes	✓	✓	✓	✓	✓	✓
read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	✓	✓	✓	✓	✓	✓
read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	✓	✓	✓	✓	✓	✓

read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	✓	✓	✓	✓	✓	✓
re-read these books to build up their fluency and confidence in word reading.	✓	✓	✓	✓	✓	
Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding					✓	✓
understand both the books that they can already read accurately and fluently and those that they listen to	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓
Predict what might happen in the basis of what has been read so far.	✓	✓	✓	✓	✓	✓
Discuss and clarify the meaning of words, linking new meaning to known vocabulary.	✓	✓	✓	✓	✓	✓
Discuss the sequence of events in books and how items or information are related.	✓					✓

Answer and ask questions		✓	✓			✓
Make inferences on the basis of what is being said and done.	✓	✓		✓	✓	
Discuss their favourite words and phrases				✓		✓
Introduce non-fiction books that are structure in different ways		✓	✓			

Year 3

National Curriculum Objectives	The Sea Book	The Ice Palace	The Iron Man	The Morning I met a Whale & Why would anyone hurt a Whale? (non-fiction)	Usbourne Illustrated Atlas of Britian	Egyptian Cinderella & Wonderful things (non-fiction)
<u>Word reading</u> 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.	✓	✓	✓	✓	✓	✓

<u>Comprehension</u> Develop positive attitudes to reading and understanding of what they read*	✓	✓	✓	✓	✓	✓
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		✓		✓		
Predicting what might happen from details stated and implied	✓	✓	✓	✓	✓	✓
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		✓	✓	✓		
Discussing words and phrases that capture the reader's interest and imagination		✓	✓	✓		
Identifying main ideas drawn from more than one paragraph and summarising these	✓					✓
Identifying how language, structure, and presentation contribute to meaning	✓				✓	
Using dictionaries to check the meaning of words that they have read					✓	✓
Retrieve and record information					✓	✓

Identifying themes and conventions in a wide range of books	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓

Year 4

National Curriculum Objectives	A World Full of Animals: 50 Folk Tales	The Train to Impossible Places	Dk Find out: Volcanoes	Ariki and the Island of Wonders	Fantastically Great Women who saved the planet	A Myth-Hunter's travellers guide
<u>Word reading</u> 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.	✓	✓	✓	✓	✓	✓

<u>Comprehension</u> Develop positive attitudes to reading and understanding of what they read*	✓	✓	✓	✓	✓	✓
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	✓					✓
Predicting what might happen from details stated and implied	✓	✓	✓	✓	✓	✓
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	✓	✓		✓		
Discussing words and phrases that capture the reader's interest and imagination		✓		✓		
Identifying main ideas drawn from more than one paragraph and summarising these		✓		✓		
Identifying how language, structure, and presentation contribute to meaning			✓		✓	
Using dictionaries to check the meaning of words that they have read			✓			✓
Retrieve and record information			✓			✓

Identifying themes and conventions in a wide range of books					✓	
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.	✓	✓	✓	✓	✓	✓

* Develop positive attitudes to reading and understanding of what they read by:

1. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – covered in Pathways to Read and Write
2. Reading books that are structured in different ways and reading for a range of purposes - covered in Pathways to Read and Write
3. Using dictionaries to check the meaning of words that they have read - covered in Pathways to Read and Write
4. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
5. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action – covered in Pathways to Write and through poetry units
6. Recognising some different forms of poetry [for example, free verse, narrative poetry] - covered in Pathways to Write poetry unit

Year 5

National Curriculum Objectives	Goodnight Stories	Hansel and Gretal	ODD and the Frost Giants	Exploring Space (non-fiction)	Pollution: a look behind the scenes (non-fiction) and The Last Wild	African Tales: A barefoot collection
<u>Word reading</u> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	✓	✓	✓	✓	✓	✓
<u>Comprehension</u> Maintain positive attitudes to reading and understanding of what they read*	✓	✓	✓	✓	✓	✓
Predict what might happen from details stated and implied	✓	✓	✓	✓	✓	✓
Discuss their understanding and explore the meaning of words in context	✓	✓	✓	✓	✓	✓
Asking questions to improve their understanding	✓	✓	✓	✓	✓	✓
Record and present information	✓	✓	✓	✓	✓	✓
Make comparisons within and across books	✓					
Evaluate authors' language choice, including figurative language	✓					✓

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence	✓				✓	✓
Distinguish between fact and opinion		✓	✓	✓		
Identify and discuss themes and conventions		✓		✓		✓
Summarise the main ideas from more than one paragraph		✓	✓	✓		
Identify how language, structure and presentation contribute to meaning			✓		✓	
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	✓	✓	✓	✓	✓	✓
Provide reasoned justifications for their views	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓

Year 6

National Curriculum Objectives	Poems from the Second World War and When We Were Warriors	The Jungle Book and Martha's Suitcase (non-fiction)	The Happy Prince	The Explorer	Great Adventures	Sky Chasers
<u>Word reading</u> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	✓	✓	✓	✓	✓	✓
<u>Comprehension</u> Maintain positive attitudes to reading and understanding of what they read*	✓	✓	✓	✓	✓	✓
Predict what might happen from details stated and implied	✓	✓	✓	✓	✓	✓
Discuss their understanding and explore the meaning of words in context	✓	✓	✓	✓	✓	✓
Asking questions to improve their understanding	✓	✓	✓	✓	✓	✓
Record and present information	✓	✓	✓	✓	✓	✓
Make comparisons within and across books	✓		✓			

Evaluate authors' language choice, including figurative language	✓		✓	✓		✓
Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence	✓		✓	✓		✓
Distinguish between fact and opinion		✓			✓	
Identify and discuss themes and conventions		✓		✓		✓
Summarise the main ideas from more than one paragraph		✓			✓	
Identify how language, structure and presentation contribute to meaning				✓	✓	
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	✓	✓	✓	✓	✓	✓
Provide reasoned justifications for their views	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓

* Maintain positive attitudes to reading and understanding of what they read:

1. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – covered in both Pathways to Read and Write and class texts read daily
2. Reading books that are structured in different ways and reading for a range of purposes
3. 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 – this is covered in both Pathways to Read and Pathways to Write.
4. Recommending books that they have read to their peers, giving reasons for their choices – See **
6. Learning a wider range of poetry by heart – covered in Pathways to Write poetry units
7. 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 - covered in Pathways to Write poetry units

** Formal presentations to be delivered by each pupil once a term. Homework designed to answer questions about the book they are reading to share with small groups. To start in Spring Term 1.

***Debate happens during Pathways to Write lessons which are based around a text.