

LYMINGTON C OF E INFANT SCHOOL
English Writing Long Term Curriculum Map

Curriculum map based on objectives-Reading

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<p style="text-align: center;">40-60 Months</p> <ul style="list-style-type: none"> -Gives meaning to marks they make as they draw, write and paint. -Continues a rhyming string -Begins to break the flow of speech into words. -Hears and says the initial sound in words -Can segment the sounds in simple words and blend them together. -Links sounds to letters, naming and sounding the letters of the alphabet -Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence -Writes own name and other things such as labels, captions -Attempts to write short sentences in meaningful contexts. 		<p style="text-align: center;">Reading ELG</p> <ul style="list-style-type: none"> -They demonstrate understanding when talking with others about what they have read. 		<p style="text-align: center;">Reading ELG</p> <ul style="list-style-type: none"> -They demonstrate understanding when talking with others about what they have read. -Children read and understand simple sentences. 	

<p>Year 1 Reading</p>		<ul style="list-style-type: none"> -To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -To become very familiar with key stories, fairy stories and traditional tales, -To re-tell them and considering their particular characteristics -To participate in discussion about what is read to them, taking turns and listening to what others say -To explain clearly their understanding of what is read to them. -To predict what might happen on the basis of what has been read so far -To discuss 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 -To discuss the significance of the title and events -To make inferences on the basis of what is being said and done -To recognise and join in with predictable phrases -To learn to appreciate rhymes and poems, and to recite some by heart -To be encouraged to link what they read or hear to their own experiences 	<ul style="list-style-type: none"> -Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognise and joining in with predictable phrases -Draw on what they already know or on background information and vocabulary provided by the teacher -Discuss the significance of the title and events -Make inferences on the basis of what is being said and done -Predict 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 -Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Discuss the significance of the title and events -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. -Being encouraged to link what they read or hear read to their own experiences -Discuss 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. 	<ul style="list-style-type: none"> -Make simple inferences -Ask questions and express opinions about main events and characters in stories -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -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 	<ul style="list-style-type: none"> -Recall the main points of a narrative in the correct sequence -Ask questions and express opinions about main events and characters in stories -Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Be encouraged to link what they read or hear read to their own experiences -Draw on what they already know or on background information and vocabulary provided by the teacher -Make inferences on the basis of what is being said and done -Predict what might happen on the basis of what has been read so far -Participate in discussion discussing word meanings, linking new meanings to those already known
<p>Year 2 Reading</p>	<ul style="list-style-type: none"> -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 -Introduced to non-fiction books that are structured in different ways -Discuss and clarify the meanings of words, linking new meanings to known vocabulary -Answer and ask questions -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 and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> -To 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 -To discuss the sequence of events in books and how items of information are related -To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -To make inferences on the basis of what is being said and done -To answer and ask questions -To predict what might happen on the basis of what has been read so far -To discuss the sequence of events in books and how items of information are related -Discussing and clarifying the meanings of words, linking new meanings to known vocabulary -Discussing their favourite words 	<ul style="list-style-type: none"> -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 -Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -Recognise simple recurring literary language in stories and poetry making inferences on the basis of what is being said and done -To answer and asking questions -To predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> -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 -Discuss and clarify the meanings of words, linking new meanings to known vocabulary -Draw on what they already know or on background information and vocabulary provided by the teacher -Make inferences on the basis of what is being said and done -Answer and ask questions -Predict what might happen on the basis of what has been read so far -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 and discuss their understanding of books, poems and 	<ul style="list-style-type: none"> -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 -Discuss the sequence of events in books and how items of information are related -Discuss and clarify the meanings of words, linking new meanings to known vocabulary -Discuss their favourite words and phrases -Draw on what they already know or on background information and vocabulary provided by the teacher making inferences on the basis of what is being said and done -Answer and ask questions -Predict what might happen on the basis of what has been read so far -Participate in discussion about books, poems and other works that are read to them and those that 	<ul style="list-style-type: none"> -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 -Introduced to non-fiction books that are structured in different ways -Answer and ask questions -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 and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves -Recognise simple recurring literary language in stories and poetry -Discuss and clarify the meanings of words, linking new meanings to

		<p>and phrases</p> <ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher 		<p>other material, both those that they listen to and those that they read for themselves</p> <ul style="list-style-type: none"> -To be introduced to non-fiction books that are structured in different ways 	<p>they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> -Recognise simple recurring literary language in stories and poetry -Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear -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>known vocabulary</p> <ul style="list-style-type: none"> -Discuss 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 -Draw on what they already know or on background information and vocabulary provided by the teacher
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