

Woolaston Primary School Reading Knowledge Map

					* to begin to learn the common exception words from the RWI scheme	from the RWI scheme	from the RWI scheme
У1	• to apply phonic knowledge and skills as the route to decode words • to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • to read common exception words • to read words containing taught sounds and -s, -es, -ing, -ed, -er and -est endings • to read other words of more than one syllable that	*discuss word meanings *recognise and join in with predictable phrases *predict what might happen on the basis of what has been read so far *learn to appreciate rhymes and poems, and to recite some by heart *discuss the significance of the title and events * Continue to practice set 2 RWI sounds * Read words using set 2 RWI sounds sentence and a full stop at the end. * to continue to learn common exception words in the RWI scheme	*discuss word meanings *recognise and join in with predictable phrases *predict what might happen on the basis of what has been read so far *learn to appreciate rhymes and poems, and to recite some by heart*discuss the significance of the title and events * Continue to practice set 2 RWI sounds * Read words using set 2 RWI sounds * to continue to learn common exception words in the RWI scheme	*discuss word meanings, linking new meanings to those already known *make inferences on the basis of what is being said and done * read words using -ing and -er * Continue to practise RWI set 3 sounds * Continue to decode words using RWI set 3 sounds *read words of more than one syllable that contain taught sounds * to continue to practise common exception words in the RWI scheme	*discuss word meanings, linking new meanings to those already known *make inferences on the basis of what is being said and done *read words of more than one syllable that contain taught sounds *read common exception words * Continue to practise RWI set 3 sounds * Continue to decode words using RWI set 3 sounds * continue to practise common exception words in the RWI scheme	*check that the text makes sense to them as they read, and correct inaccurate reading *explain clearly their understanding of what is read to them *read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) * Continue to practice RWI set 3 sounds * Continue to decode words using RWI set 3 sounds * to read most common exception words in the RWI scheme	*check that the text makes sense to them as they read, and correct inaccurate reading *explain clearly their understanding of what is read to them * Continue to practise RWI set 3 sounds * Continue to decode words using RWI set 3 sounds * read words with the prefix un- * to read most of the common exception words in the RWI scheme * read the days of the week

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	contain taught						
	sounds						
	 to read words with 						
	contractions [for						
	example, I'm, I'll,						
	we'll], and						
	understand that the						
	apostrophe						
	represents the						
	omitted letter(s)						
	· to read books						
	aloud, accurately,						
	that are consistent						
	with their developing						
	phonic knowledge						
	and that do not						
	require them to use						
	other strategies to						
	work out words						
	 to reread these 						
	books to build up						
	their fluency and						
	confidence in word						
	reading						
	* to read most						
	common exception						
	words in the RWI						
	scheme						
У2	* to read all the	* to read all the	* to read all the	* read words	*read most words	* read most words	* read words
	common exception	common exception	common exception	containing common	quickly and	quickly and	quickly and
	words in the RWI	words in the RWI	words in the RWI	suffixes - ness, -	accurately, without	accurately, without	accurately, without
	scheme	scheme	scheme	ment	overt sounding and	overt sounding and	sounding and
					blending, when	blending, when	blending

 to read accurately * read aloud books * read aloud books *to recite poems they have been they have been *read words and rhymes from by blending the closely matched to frequently closely matched to frequently containing sounds in words that suffixes-ment, their improving their improving memory encountered encountered *to read words ness, -ful, -less, -ly contain the phonic knowledge, phonic knowledge, * make inferences * to read words with the suffix with the suffix graphemes taught so sounding out sounding out on the basis of ·to listen to. far, especially unfamiliar words unfamiliar words what is being said ful less, -ly discuss and * answer and ask accurately. and done express views recognising accurately. ·to recognise alternative sounds automatically and automatically and * answer and ask auestions about simple recurring about a wide range for graphemes without undue without undue auestions about texts literary language in of poems, stories to read accurately hesitation hesitation stories and poetry and non-fiction texts words of two or * make inferences * make inferences * to read further * to read further to discuss and texts more syllables on the basis of on the basis of common exception clarify the to recognise common exception ·to read words meanings of words, what is being said what is being said words, noting words, noting simple recurring literary language in and done and done unusual unusual linking new containing common suffixes -* Continue to learn * to read correspondences correspondences meanings to known stories and poetry RWI set 3 sounds ·to discuss and to read further accurately words between spelling between spelling vocabularv common exception * Decode words of two or more and sound and and sound and clarify the words, noting unusual using RWI set 3 syllables where these occur where these occur meanings of words, correspondences sounds to read in the word in the word ·to listen to. linking new between spelling and * to read aloud discuss and ·to listen to. meanings to known sound and where books closely express views discuss and vocabulary these occur in the matched to their about a wide range express views word improving phonic of poems, stories about a wide range ·to read most words knowledge, and non-fiction of poems, stories and non-fiction quickly and sounding out texts accurately unfamiliar words texts ·to read aloud books accurately, closely matched to automatically and their improving without undue phonic knowledge, hesitation sounding out ·to reread these unfamiliar words books to build up accurately, their fluency and confidence in word automatically and reading

	out undue			
	tation			
	eread these			
	s to build up			
	r fluency and			
confi	idence in word			
readi	ling			
•to li	isten to, discuss			
and e	express views			
abou-	it a wide range			
of po	oems, stories			
and n	non-fiction texts			
•to re	ecall and discuss			
the s	sequence of			
event	ts in books and			
how i	items of			
infor	rmation are			
relat				
	etell a wide			
range	e of stories,			
fairy	stories and			
	itional tales			
	read non-fiction			
books	s that are			
struc	ctured in			
diffe	erent ways			
	ecognise simple			
recur	rring literary			
langu	uage in stories			
	poetry			
	liscuss and			
	fy the meanings			
	ords, linking new			
	nings to known			
vocab	bulary			

	·to recite some						
	poems and rhymes,						
	with appropriate						
	intonation to make						
	the meaning clear						
У3	* to read aloud and	*to begin to read	*to begin to read	*to read some year	*to read some year	*to read some year	*to read some year
	to understand the	year 3 and 4	year 3 and 4	3 and 4 common	3 and 4 common	3 and 4 common	3 and 4 common
	meaning of words	common exception	common exception	exception words	exception words	exception words	exception words
	containing prefixes	words from	words from	from memory	from memory	from memory	from memory
	and suffixes learned	memory	memory	*identify the main	*use dictionaries	*use dictionaries	*use dictionaries
	* to read further	* discuss the	* discuss words	ideas drawn from 1	to check the	to check the	to check the
	exception words	words and phrases	and phrases that	paragraph and	meaning of words	meaning of words	meaning of words
	* to listen to and	that capture the	capture the	summarise these	that they have	that they have	that they have
	discuss a wide range	reader's interest	reader's interest	* identify how	read	read	read
	of fiction, poetry,	and imagination	and imagination	language,	*identify the main	*identify the main	*identify the main
	plays, non-fiction	*identify the main	*identify the main	structure, and	ideas drawn from	ideas drawn from	ideas drawn from
	and reference books	ideas drawn from 1	ideas drawn from 1	presentation	more than 1	more than 1	more than 1
	or textbooks	paragraph and	paragraph and	contribute to	paragraph and	paragraph and	paragraph and
	* to read books that	summarise these	summarise these	meaning	summarise these	summarise these	summarise these
	are structured in	* to read words	* identify how	* retrieve and	* retrieve and	* to read and	* to read and
	different ways and	ending in - ly	language,	record information	record information	understand the	understand the
	read for a range of	* to read and	structure, and	from non-fiction	from non-fiction	meaning of words	meaning of words
	purposes	understand the	presentation	* to read and	* to read and	where s is sc	with the k sounds
	* to use dictionary	meaning of words	contribute to	understand the	understand the	* to read and	spelt ch
	to check the meaning	ending in -tion	meaning	meaning of words	meaning of words	understand the	* to read and
	of words that they	* to read and	* retrieve and	with the suffix -	with the prefixes	meaning of words	understand the
	have read	understand the	record information	ous	in, im or il	where the 'ai'	meaning of words
	* to read a wide	meaning of words	from non-fiction		* to read and	sounds is ei, eigh	where sh sound is
	range of books,	ending in -ssion	texts		understand the	or ey	ch
	including fairy	*use the first 2 or	*use the first 2 or		meaning of words	* to read and	* to read and
	stories, myths and	3 letters of a word	3 letters of a word		with the prefix -ir	understand the	understand the
	legends	to check its	to check its		* to read and	meaning of words	meaning of words
	* to retell some	meaning in a	meaning in a		understand the	where the i sound	ending in gue and -
	stories orally	dictionary	dictionary		meaning of words	spelt y elsewhere	que words
					with the prefix -un	than at the end of	

identifying themes		* to read and	words eg gypsy,	* to read and
and conventions in a		understand the	Egypt	understand the
wide range of books		meaning of words		meaning of words
* to read aloud and		with the prefix -		with the prefix -
perform poems and		dis		super meaning
play scripts		* to read and		above
* to read with		understand the		* to read and
intonation, tone,		meaning of words		understand the
volume and action		with the prefix -		meaning of words
* to discuss		mis		with the prefix
discussing words and				anti meaning
phrases that capture				against
the reader's interest				* to read and
and imagination				understand the
* to recognise some				meaning of words
different forms of				with the prefix
poetry [for example,				meaning self or
free verse, narrative				auto
poetry				
* to check that the				
text makes sense				
* discuss their				
understanding of a				
text				
* explain the				
meaning of words in				
context				
* ask questions to				
improve their				
understanding of a				
text				
* to draw inferences				
such as inferring				
characters' feelings				
and thoughts				

	T			I	I	I	<u> </u>
	* to predict what						
	might happen from						
	details stated						
	* identify main ideas						
	drawn from more						
	than 1 paragraph and						
	summarise these						
	* retrieve and						
	record information						
	from non-fiction						
	* to participate in						
	discussion about						
	both books that are						
	read to them taking						
	turns and listening to						
	what others say						
У4	* to read aloud and	*identify the main	*to read year 3	* to draw	* to draw	* to justify	* to justify
	to understand the	ideas drawn from	and 4 common	inferences such as	inferences such as	inferences with	inferences with
	meaning of words	more than 1	exception words	inferring	inferring	evidence	evidence
	containing prefixes	paragraph and	from memory	characters' motives	characters'	* to read all year 3	* to read all year 3
	and suffixes learned	summarise these	*identify the main	from their actions	motives from their	and 4 common	and 4 common
	* to read further	*to read year 3	ideas drawn from	*to read year 3 and	actions	exception words	exception words
	exception words	and 4 common	more than 1	4 common	*to read year 3	from memory	from memory
	* to draw inferences	exception words		exception words	and 4 common	* to predict what	* to predict what
		· •	paragraph and summarise these	•		•	•
	such as inferring characters' motives	from memory	*to read and	from memory * to read and	exception words	might happen from what has been	might happen from what has been
		*identify the main			from memory		
	from their actions	ideas drawn from	understand the	understand the	* to read and	implied	implied
	* to justify	more than 1	meaning of words	meaning of words	understand the		
	inferences with	paragraph and	with the suffix -	with the suffix -	meaning of words		
	evidence	summarise these	ation to verbs to	ous	with suffixes in, im		
	* to predict what	* to read and	make nouns	* to read and	or il to words to		
	might happen from	understand the	* to read and	understand the	mean not		
	what has been	meaning of words	understand the	meaning of words	* to read and		
	implied	with suffixes	meaning of words	with the suffix	understand the		
		-en, ing, -er	with -tion	-ous			

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* identify how	* to read and	* to read and	* to read and	meaning of words	
language, structure,	understand the	understand the	understand the	with the prefix -ir	
and presentation	meaning of words	meaning of words	meaning of words	* to read and	
contribute to	with the prefix re	with -sion	with the suffix	understand the	
meaning	meaning to do again	* to read and	-ous including	meaning of words	
* to participate in	* to read and	understand the		with the prefix -un	
discussion about	understand the	meaning of words		* to read and	
books they can read	meaning of words	with -ssion		understand the	
for themselves,	with the prefix -	* to draw		meaning of words	
taking turns and	sub	inferences such as		with the prefix -	
listening to what	* to read and	inferring		dis	
others say	understand the	characters'		* to read and	
	meaning of words	feelings and		understand the	
	with the prefix	thoughts		meaning of words	
	inter meaning	* to predict what		with the prefix -	
	among or between	might happen from		mis	
	* to read and	details stated			
	understand the				
	meaning of words				
	with the prefix -				
	super				
	* to read and				
	understand the				
	meaning of words				
	with the prefix				
	anti meaning				
	against				
	* to read and				
	understand the				
	meaning of words				
	with the prefix				
	meaning self or				
	auto				
	I			1	

У5	* to read aloud and	* to begin to read	* to begin to read	* to continue to	* to continue to	* to read most of	* to read most of
	to understand the	the Y5 and 6	the Y5 and 6	read the Y5 and 6	read the Y5 and 6	the Y5 and 6	the Y5 and 6
	meaning of words	common exception	common exception	common exception	common exception	common exception	common exception
	containing prefixes	words	words	words	words	words	words
	and suffixes learned						
	* to read further	* drawing	* drawing	* drawing	* drawing	* drawing	* drawing
	exception words	inferences such as	inferences such as	inferences such as	inferences such as	inferences such as	inferences such as
	* to continuing to	inferring	inferring	inferring	inferring	inferring	inferring
	read and discuss a	characters'	characters'	characters'	characters'	characters'	characters'
	wide range of	feelings, thoughts	feelings, thoughts	feelings, thoughts	feelings, thoughts	feelings, thoughts	feelings, thoughts
	fiction, poetry,	and motives from	and motives from	and motives from	and motives from	and motives from	and motives from
	plays, non-fiction	their actions,	their actions	their actions,	their actions, and	their actions, and	their actions, and
	and reference books	* to read and	* to read and	* summarise the	justifying	justifying	justifying
	or textbooks	understand the	understand the	main ideas drawn	inferences with	inferences with	inferences with
	* to read books that	meaning of words	meaning of words	from more than 1	evidence	evidence	evidence
	are structured in	with the suffix	with the suffix -	paragraph,	* summarise the	* summarise the	* summarise the
	different ways	cious	ably and -ibly	identifying key	main ideas drawn	main ideas drawn	main ideas drawn
	•	* to read and	** to read and	details that	from more than 1	from more than 1	from more than 1
	* to read for a range	understand the	understand the	support the main	paragraph,	paragraph,	paragraph,
	of purposes	meaning of words	meaning of words	ideas	identifying key	identifying key	identifying key
	* to read myths,	with the suffix -	with the suffix -	*to read and	details that	details that	details that
	legends and	tious	fer	understand words	support the main	support the main	support the main
	traditional stories,	* to read and	*to read words	containing the	ideas	ideas	ideas
	modern fiction,	understand the	with hyphens	letter-string	* use the first 3 or	* to explain and	* to explain and
	fiction from our	meaning of words	*use dictionaries	ough	4 letters of a word	discuss their	discuss their
	literary heritage,	with the ending -	to check the	* to read words	to check meaning in	understanding of	understanding of
	and books from	tial	meaning of words	with silent letters	a dictionary	what they have	what they have
	other cultures and	* to read and	* to learn a wide	* use the first 3 or	* to recommend	read, including	read, including
	traditions	understand the	range of poetry by	4 letters of a word	books that they	through formal	through formal
	* to recommend	meaning of words	heart	to check the	have read to their	presentations	presentations
	books that they have	ending in -ant and -	* to prepare poems	meaning of words	peers, giving	* to read myths,	* to read myths,
	read to their peers,	ance	and plays to read	in a dictionary	reasons for their	legends and	legends and
	giving reasons for	* to read and	aloud and to	* to read myths,	choices	traditional stories,	traditional stories,
	their choices	understand the	perform using	legends and		modern fiction,	modern fiction,
		meaning of words	intonation, tone	traditional stories,		fiction from our	fiction from our

* to make comparisons within and across books * to learn a wide range of poetry by heart * to prepare poems and plays to read aloud and to perform using intonation, tone and volume so that the meaning is clear to an audience * to discuss their understanding of a text * to explore the meaning of words in context * to ask questions to improve their understanding * to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * to predict what might happen from details stated	ending in -ence and ent * to read and understand the meaning of words ending in -able * to read and understand the meaning of words ending in -ible * use dictionaries to check the spelling and meaning of words * to learn a wide range of poetry by heart * to prepare poems and plays to read aloud and to perform using intonation, tone and volume so that the meaning is clear to an audience	and volume so that the meaning is clear to an audience * to continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * to read books that are structured in different ways * to read for a range of purposes	modern fiction, fiction from our literary heritage, and books from other cultures and traditions * to read books that are structured in different ways * to read for a range of purposes	* to make comparisons within and across books * to read myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions * to read books that are structured in different ways * to read for a range of purposes	literary heritage, and books from other cultures and traditions * to read books that are structured in different ways * to read for a range of purposes	literary heritage, and books from other cultures and traditions * to read books that are structured in different ways * to read for a range of purposes
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* to summarise the				
ideas drawn from				
more than 1				
paragraph,				
identifying key				
details that support				
the main ideas				
* to identify how				
language, structure				
and presentation contribute to				
meaning				
* to discuss and				
evaluate how authors				
use language,				
including figurative				
language,considering				
the impact on the				
reader				
* to distinguish				
between statements				
of fact and opinion				
· ·				
* to retrieve, record				
and present				
information from				
non-fiction				
* to participate in				
discussions about				
books that are read				
to them building on				
their own and others'				
ideas and challenging				
views courteously				
,				

	* to explain and discuss their understanding of what they have read, including through formal presentations						
У6	* to predict what might happen from details implied * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
	* to identify how language, structure and presentation contribute to meaning * to discuss and evaluate how authors use language, including figurative language considering the impact on the reader * to distinguish between statements of fact and opinion	* to identify how language, structure and presentation contribute to meaning					
		* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * to distinguish	* to discuss and evaluate how authors use language, including figurative language considering the impact on the reader * to distinguish	* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
		* to distinguish between	* to distinguish between	between	between	* to distinguish between	* to distinguish between

* to retrieve, record and present	statements of fact and opinion						
information from non-fiction * to participate in	* to retrieve, record and present information from non-fiction						
discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously * to explain and discuss their understanding of	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously	
what they have read, including through debates, * to provide reasoned justifications for their views	* to explain and discuss their understanding of what they have read, including through debates,	* to explain and discuss their understanding of what they have read, including through debates,	* to explain and discuss their understanding of what they have read, including through debates,	* to explain and discuss their understanding of what they have read, including through debates,	* to explain and discuss their understanding of what they have read, including through debates,	* to explain and discuss their understanding of what they have read, including through debates,	
Their Views	* to provide reasoned justifications for their views	* to provide reasoned justifications for their views	* to provide reasoned justifications for their views	* to provide reasoned justifications for their views	* to provide reasoned justifications for their views	* to provide reasoned justifications for their views	