



Woolaston Primary School
Reading Knowledge Map

Year Group	End of Yr Expectation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<ul style="list-style-type: none"> • to say the sound for each letter in the alphabet and • to say the sound for at least 10 digraphs - sh, ch, th, oo, ee, ow, igh, ar, or, ir • to read words consistent with their phonic knowledge by sound blending • to read aloud simple sentences • to read books that are consistent with their phonic knowledge, including some common exception words * to begin to learn the common exception words from the RWI scheme 	<ul style="list-style-type: none"> * Learn initial sounds using RWI set 1 cards * Read familiar stories and those with a repetitive pattern eg The Gruffalo, 	<ul style="list-style-type: none"> * Continue to practice initial sounds using RWI set 1 cards * Blend sounds to read cvc words * Begin to blend sounds to spell * Begin to learn common exception words * Read simple sentences consisting of cvc words, a and the * continue to reinforce letter formation through letter practice * retell stories verbally using pictures to support 	<ul style="list-style-type: none"> * Learn the sound made by digraphs sh, ch, th, nk, ng * Blend sounds to read cvc words and ccvc words * Spell cvc words * to begin to learn the common exception words from the RWI scheme * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * reorder words in jumbled sentences 	<ul style="list-style-type: none"> * Learn the sound made by digraphs oo, ee * spell ccvc words using digraphs * sound out with digraphs to read them * spell ccvc words and words containing digraphs taught * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * Begin to make simple predictions about what will happen next in a story 	<ul style="list-style-type: none"> * Learn the sound made by digraphs ow, ay, ck * spell ccvc words and words containing digraphs taught * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * retell stories orally using pictures * make simple predictions about what will happen next in a story * to begin to learn the common exception words 	<ul style="list-style-type: none"> * Learn the sound made by digraphs igh, ou, oy * spell ccvc words and words containing digraphs taught * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * retell stories using pictures and simple sentences * make simple predictions about what will happen next in a story * to begin to learn the common exception words

					* to begin to learn the common exception words from the RWI scheme	from the RWI scheme	from the RWI scheme
Y1	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> *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 * Read words using sentence and a full stop at the end. * to continue to learn common exception words in the RWI scheme 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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

	<p>contain taught sounds</p> <ul style="list-style-type: none"> • 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 						
Y2	* to read all the common exception words in the RWI scheme	* to read all the common exception words in the RWI scheme	* to read all the common exception words in the RWI scheme	* read words containing common suffixes - ness, - ment	*read most words quickly and accurately, without overt sounding and blending, when	* read most words quickly and accurately, without overt sounding and blending, when	* read words quickly and accurately, without sounding and blending

	<ul style="list-style-type: none"> • to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes •to read accurately words of two or more syllables •to read words containing common suffixes - •to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •to read most words quickly and accurately •to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and 	<ul style="list-style-type: none"> * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * make inferences on the basis of what is being said and done * Continue to learn RWI set 3 sounds * Decode words using RWI set 3 sounds to read * to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation •to reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * make inferences on the basis of what is being said and done * to read accurately words of two or more syllables •to listen to, discuss and express views about a wide range of poems, stories and non-fiction texts 	<ul style="list-style-type: none"> *to recite poems and rhymes from memory * make inferences on the basis of what is being said and done * answer and ask questions about texts * to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<p>they have been frequently encountered</p> <ul style="list-style-type: none"> * to read words with the suffix -ful * answer and ask questions about texts <p>* to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <ul style="list-style-type: none"> •to listen to, discuss and express views about a wide range of poems, stories and non-fiction texts 	<p>they have been frequently encountered</p> <ul style="list-style-type: none"> *to read words with the suffix -less, -ly •to recognise simple recurring literary language in stories and poetry •to discuss and clarify the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> *read words containing suffixes-ment, -ness, -ful, -less, -ly •to listen to, discuss and express views about a wide range of poems, stories and non-fiction texts •to recognise simple recurring literary language in stories and poetry •to discuss and clarify the meanings of words, linking new meanings to known vocabulary
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	<p>without undue hesitation</p> <ul style="list-style-type: none"> •to reread these books to build up their fluency and confidence in word reading •to listen to, discuss and express views about a wide range of poems, stories and non-fiction texts •to recall and discuss the sequence of events in books and how items of information are related •to retell a wide range of stories, fairy stories and traditional tales •to read non-fiction books that are structured in different ways •to recognise simple recurring literary language in stories and poetry •to discuss and clarify the meanings of words, linking new meanings to known vocabulary 						
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	<ul style="list-style-type: none"> •to recite some poems and rhymes, with appropriate intonation to make the meaning clear 						
Y3	<ul style="list-style-type: none"> * to read aloud and to understand the meaning of words containing prefixes and suffixes learned * to read further exception words * to listen to 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 and read for a range of purposes * to use dictionary to check the meaning of words that they have read * to read a wide range of books, including fairy stories, myths and legends * to retell some stories orally 	<ul style="list-style-type: none"> *to begin to read year 3 and 4 common exception words from memory * discuss the words and phrases that capture the reader's interest and imagination *identify the main ideas drawn from 1 paragraph and summarise these * to read words ending in - ly * to read and understand the meaning of words ending in -tion * to read and understand the meaning of words ending in -ssion *use the first 2 or 3 letters of a word to check its meaning in a dictionary 	<ul style="list-style-type: none"> *to begin to read year 3 and 4 common exception words from memory * discuss words and phrases that capture the reader's interest and imagination *identify the main ideas drawn from 1 paragraph and summarise these * identify how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction texts *use the first 2 or 3 letters of a word to check its meaning in a dictionary 	<ul style="list-style-type: none"> *to read some year 3 and 4 common exception words from memory *identify the main ideas drawn from 1 paragraph and summarise these * identify how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * to read and understand the meaning of words with the suffix - ous 	<ul style="list-style-type: none"> *to read some year 3 and 4 common exception words from memory *use dictionaries to check the meaning of words that they have read *identify the main ideas drawn from more than 1 paragraph and summarise these * retrieve and record information from non-fiction * to read and understand the meaning of words with the prefixes in, im or il * to read and understand the meaning of words with the prefix -ir * to read and understand the meaning of words with the prefix -un 	<ul style="list-style-type: none"> *to read some year 3 and 4 common exception words from memory *use dictionaries to check the meaning of words that they have read *identify the main ideas drawn from more than 1 paragraph and summarise these * to read and understand the meaning of words where s is sc * to read and understand the meaning of words where the 'ai' sounds is ei, eigh or ey * to read and understand the meaning of words where the i sound spelt y elsewhere than at the end of 	<ul style="list-style-type: none"> *to read some year 3 and 4 common exception words from memory *use dictionaries to check the meaning of words that they have read *identify the main ideas drawn from more than 1 paragraph and summarise these * to read and understand the meaning of words with the k sounds spelt ch * to read and understand the meaning of words where sh sound is ch * to read and understand the meaning of words ending in gue and - que words

	<p>identifying themes and conventions in a wide range of books</p> <ul style="list-style-type: none"> * to read aloud and perform poems and play scripts * to read with intonation, tone, volume and action * to discuss discussing words and phrases that capture the reader's interest and imagination * to recognise some different forms of poetry [for example, free verse, narrative 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 				<ul style="list-style-type: none"> * to read and understand the meaning of words with the prefix - dis * to read and understand the meaning of words with the prefix - mis 	words eg gypsy, Egypt	<ul style="list-style-type: none"> * to read and understand the meaning of words with the prefix - super meaning above * 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
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	<ul style="list-style-type: none"> * 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 						
Y4	<ul style="list-style-type: none"> * to read aloud and to understand the meaning of words containing prefixes and suffixes learned * to read further exception words * to draw inferences such as inferring characters' motives from their actions * to justify inferences with evidence * to predict what might happen from what has been implied 	<ul style="list-style-type: none"> *identify the main ideas drawn from more than 1 paragraph and summarise these *to read year 3 and 4 common exception words from memory *identify the main ideas drawn from more than 1 paragraph and summarise these * to read and understand the meaning of words with suffixes -en, ing, -er 	<ul style="list-style-type: none"> *to read year 3 and 4 common exception words from memory *identify the main ideas drawn from more than 1 paragraph and summarise these *to read and understand the meaning of words with the suffix -ation to verbs to make nouns * to read and understand the meaning of words with -tion 	<ul style="list-style-type: none"> * to draw inferences such as inferring characters' motives from their actions *to read year 3 and 4 common exception words from memory * to read and understand the meaning of words with the suffix -ous * to read and understand the meaning of words with the suffix -ous 	<ul style="list-style-type: none"> * to draw inferences such as inferring characters' motives from their actions *to read year 3 and 4 common exception words from memory * to read and understand the meaning of words with suffixes in, im or il to words to mean not * to read and understand the 	<ul style="list-style-type: none"> * to justify inferences with evidence * to read all year 3 and 4 common exception words from memory * to predict what might happen from what has been implied 	<ul style="list-style-type: none"> * to justify inferences with evidence * to read all year 3 and 4 common exception words from memory * to predict what might happen from what has been implied

	<ul style="list-style-type: none"> * identify how language, structure, and presentation contribute to meaning * to participate in discussion about books they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> * to read and understand the meaning of words with the prefix re meaning to do again * to read and understand the meaning of words with the prefix -sub * to read and understand the meaning of words with the prefix inter meaning among or between * to read and 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 	<ul style="list-style-type: none"> * to read and understand the meaning of words with -sion * to read and understand the meaning of words with -ssion * to draw inferences such as inferring characters' feelings and thoughts * to predict what might happen from details stated 	<ul style="list-style-type: none"> * to read and understand the meaning of words with the suffix -ous including 	<ul style="list-style-type: none"> meaning of words with the prefix -ir * to read and understand the meaning of words with the prefix -un * to read and understand the meaning of words with the prefix -dis * to read and understand the meaning of words with the prefix -mis 		
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Y5	<ul style="list-style-type: none"> * to read aloud and to understand the meaning of words containing prefixes and suffixes learned * to read further exception words * 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 * to read myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions * to recommend books that they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> * to begin to read the Y5 and 6 common exception words * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, * to read and understand the meaning of words with the suffix cious * to read and understand the meaning of words with the suffix -tious * to read and understand the meaning of words with the ending -tial * to read and understand the meaning of words ending in -ant and -ance * to read and understand the meaning of words 	<ul style="list-style-type: none"> * to begin to read the Y5 and 6 common exception words * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions * to read and understand the meaning of words with the suffix -ably and -ibly ** to read and understand the meaning of words with the suffix -fer *to read words with hyphens *use dictionaries to check the 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 	<ul style="list-style-type: none"> * to continue to read the Y5 and 6 common exception words * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, * summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas *to read and understand words containing the letter-string ough * to read words with silent letters * use the first 3 or 4 letters of a word to check the meaning of words in a dictionary * to read myths, legends and traditional stories, 	<ul style="list-style-type: none"> * to continue to read the Y5 and 6 common exception words * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * use the first 3 or 4 letters of a word to check meaning in a dictionary * to recommend books that they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> * to read most of the Y5 and 6 common exception words * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * to explain and discuss their understanding of what they have read, including through formal presentations * to read myths, legends and traditional stories, modern fiction, fiction from our 	<ul style="list-style-type: none"> * to read most of the Y5 and 6 common exception words * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * to explain and discuss their understanding of what they have read, including through formal presentations * to read myths, legends and traditional stories, modern fiction, fiction from our
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	<ul style="list-style-type: none"> * 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 	<p>ending in -ence and ent</p> <ul style="list-style-type: none"> * 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 	<p>and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> * 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 	<p>modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> * to read books that are structured in different ways * to read for a range of purposes 	<ul style="list-style-type: none"> * 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 	<p>literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> * to read books that are structured in different ways * to read for a range of purposes 	<p>literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> * to read books that are structured in different ways * to read for a range of purposes
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	<ul style="list-style-type: none"> * 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 						
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	* to explain and discuss their understanding of what they have read, including through formal presentations						
Y6	<ul style="list-style-type: none"> * 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 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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

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