

Reading

Curriculum



St Joseph's Catholic Primary School, a Voluntary Academy, Langwith Junction.

EYFS - Nursery
Comprehension and Word Reading

Advent	Lent	Pentecost
<ul style="list-style-type: none"> • To know that print has a meaning. • To know that we read English text from left to right and from top to bottom. • To know about page sequencing. 	<ul style="list-style-type: none"> • To know that print can have different purposes. • To know how to engage in extended conversations about stories, learning new vocabulary. • To know how to spot and suggest rhymes. 	<ul style="list-style-type: none"> • To know how to engage in extended conversations about stories, learning new vocabulary. • To know the name of the different parts of a book. • To know how to count and clap syllables in a word. • To know and recognise words with the same initial sound, such as money and mother.

EYFS - Reception
Comprehension and Word Reading

ELG: 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, non-fiction, rhymes and poems and during role-play.

ELG: 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.

Advent	Lent	Pentecost
<ul style="list-style-type: none"> • To know how to talk about events and characters in books. • To know how to tell a story to friends. • To know how to talk about my favourite book. 	<ul style="list-style-type: none"> • To know how to use vocabulary and events from stories in my play. • To know how to make suggestions about what might happen next in a story. • To know how to say a sound for each letter in the alphabet. 	<p>ELG: Comprehension and Reading</p> <ul style="list-style-type: none"> • To know how to demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary.

<ul style="list-style-type: none"> • To know how to read individual letters by saying the sounds for them (first 13 letters of school's phonic programme). • To know how to segment and blend simple words demonstrating my knowledge of sounds independently. • To know how to read the first 6 common exception words matched to the school's phonic programme for phase 2 (the, to I, go, no & into). 	<ul style="list-style-type: none"> • To know how to blend sounds into words, so that I can read short words made up of known letter-sound correspondences. • To know how to read the next 12 common exception words matched to the school's phonic programme for phase 3 (we, me, be, she, he, or, are, you, my, was, her and they). 	<ul style="list-style-type: none"> • To know how to anticipate (where appropriate) key events in stories. • To know how to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. • To know how to say a sound for each letter in the alphabet and at least 10 digraphs. • To know how to read words consistent with my phonic knowledge by sound-blending. • To know how to read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
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Book Bands

<p>Phase 2 Set 1-3</p>	<p>Phase 2 Set 4-5</p> <p>Phase 3 Set 1</p>	<p>Phase 3 Set 2</p> <p>Phase 4 Set 1</p>
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Key Stage 1
Year 1
Reading

<p style="text-align: center;">Advent Children will know how:</p>	<p style="text-align: center;">Lent Children will know how:</p>	<p style="text-align: center;">Pentecost Children will know how:</p>
<ul style="list-style-type: none"> • To apply limited phonic knowledge and skills as the route to some words. • To blend sounds in words using the GPCs that they have been taught so far. • To respond speedily, giving the correct sound to graphemes for some of the 40+ phonemes. • To read some Y1 common exception words. • To listen to a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • To begin to retell familiar stories. • To recognise the significance of titles and events. 	<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To blend sounds in unfamiliar words using the GPCs that they have been taught. • To respond speedily, giving the correct sound to graphemes for most of the 40+ phonemes. • To read most words containing taught GPCs. • To read words with contractions, e.g. I'm, I'll and we'll. • To read most Y1 common exception words. • To begin to read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To begin to reread texts to build up fluency and confidence in word reading. • To check that a text makes sense to them as they read and to self- correct with the support of an adult. 	<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode unfamiliar words. • To blend sounds in unfamiliar words using all the GPCs that they have been taught. • To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • To read words containing taught GPCs. • To read words containing -s, -es, -ing, -ed and -est endings. • To read words with contractions without overtly blending, e.g. I'm, I'll and we'll. • To read all Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. • To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading.

	<ul style="list-style-type: none"> • To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • To begin to link what they have read or have read to them to their own experiences. • To retell familiar stories in increasing detail. • To join in with discussions about a text, taking turns and listening to what others say. • To discuss the significance of titles and events. • To begin to discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> • To check that a text makes sense to them as they read and to self- correct. • To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently and answer questions based on this confidently. • To link what they have read or have read to them to their own experiences. • To retell familiar stories in detail. • To join in with discussions about a text, taking turns and listening to what others say. • To discuss the significance of titles and events and how these can be different in fiction and non-fiction texts. • To discuss word meaning and link new meanings to those already known.
Book Bands		
Phase 4	Phase 5 Set 1-3	Phase 5 Set 3-5
<p>Reading Domains taught during Pentecost Term:</p> <ul style="list-style-type: none"> • Know how to draw on knowledge of vocabulary to understand texts (1a) • Know how to identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information (1b). • Know how to identify and explain the sequence of events in texts (1c). 		

**Key Stage 1
Year 2
Reading**

<p style="text-align: center;">Advent Children will know how to:</p>	<p style="text-align: center;">Lent Children will know how to:</p>	<p style="text-align: center;">Pentecost Children will know how to:</p>
<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding. • Listen to, and discuss a wide range of poetry, stories and non-fiction at a level beyond which they can read independently. • Begin to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Begin to discuss the sequence of events in books. • Begin to discuss how items of information are related. • Recognise and begin to retell a range of stories, fairy stories and traditional tales. • Read non-fiction books that are structured in different ways. • Discuss and clarify the meanings of words linking new meanings to known vocabulary. • Discuss their favourite words and phrases. 	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction level beyond which they can read independently showing understanding of the book they have read for themselves. • Discuss the sequence of events in books. • Discuss how items of information are related. • Retell a wider range of stories, fairy stories and traditional tales. • Continue to read a wider range of non-fiction books that are structured in different ways. • Discuss and clarify the meanings of words linking new meanings to known vocabulary. • Discuss their favourite words and phrases. • Understand texts read by drawing on what they already know or on background information and vocabulary. • Check that the text makes sense to them as they read and correct inaccurate reading. • Make inferences on the basis of what is being said and done. • Answer and ask questions based on the text. 	<ul style="list-style-type: none"> • Further develop pleasure in reading, motivation to read, vocabulary and understanding identifying favourite authors and genre. • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction level beyond which they can read independently. • Confidently explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Confidently discuss the sequence of events in a wide range of books. • Confidently discuss how items of information are related. • Confidently retell a wider range of stories, fairy stories and traditional tales and begin to make links to other texts. • Confidently read non-fiction books that are structured in different ways using features

- Begin to understand texts read by drawing on what they already know or on background information and vocabulary.
- Begin to check that the text makes sense to them as they read and start to correct inaccurate reading.
- Begin to make inferences on the basis of what is being said and done.
- Begin to predict what might happen on the basis of what has been read so far.
- In a book closely matched to the taught GPCs, children can read aloud many words quickly and accurately without overt sounding and blending
- Can sound out many unfamiliar words accurately in books closely matched to GPCs taught.
- In a familiar book that is read to them, the children can answer questions in discussion with the teacher and make simple inferences.

- Predict what might happen on the basis of what has been read so far.
- Begin to recognise cause and effect in both narrative and non-fictions (for example, what prompted a character's behaviour in a story; why certain dates are commemorated annually).
- Begin to have an awareness of vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.
- In age-appropriate books, children can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
- Children can sound out most unfamiliar words accurately, without undue hesitation.
- In a book that they can already read fluently, children can check it makes sense to them, correcting any inaccurate reading and answer questions and make some inferences

- such as contents, glossary and index to navigate them independently.
- Recognise simple recurring literary language in stories and poetry.
- Confidently discuss and clarify the meanings of words linking new meanings to known wide vocabulary.
- Discuss their favourite words and phrases giving reasons.
- Understand texts read by confidently drawing on what they already know or on background information and vocabulary.
- Confidently check that the text makes sense to them as they read fluently, correcting inaccurate reading automatically.
- Confidently make inferences on the basis of what is being said and done.
- Confidently answer and ask questions based on the text to improve understanding.
- Predict what might happen making links to what has been read so far.
- Recognise cause and effect in both narrative and non-fictions (for example, what prompted a character's behaviour in a story; why certain dates are commemorated annually).
- Have an awareness of vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

		<ul style="list-style-type: none"> • Make links between texts from the same author or texts that are the same genre
Book Bands		
Phase 5 Set 5	Gold	White
<p>Reading Domains taught throughout the year:</p> <ul style="list-style-type: none"> • Know how to draw on knowledge of vocabulary to understand texts (1a) • Know how to identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information (1b). • Know how to identify and explain the sequence of events in texts (1c). • Know how to make inferences from a text (1d). • Know how to predict what might happen on the basis of what has been read so far (1e) 		

**Key Stage 2
Year 3
Reading**

Advent Children will know how to:	Lent Children will know how to:	Pentecost Children will know how to:
<ul style="list-style-type: none"> • how to begin to give and explain the meaning of words in context • how to begin to retrieve and record information and identify key details from fiction and non-fiction • how to begin to summarise main ideas from more than one paragraph • how to begin to make inferences from the text • how to begin to explain and justify inferences with evidence from the text • how to begin to predict what might happen from details stated and implied • how to begin to identify and explain how narrative content is related and contributes to meaning as a whole • how to begin to explain how meaning is enhanced through the choice of words or phrases • how to begin to make comparisons within the text 	<ul style="list-style-type: none"> • how to develop understanding to give and explain the meaning of words in context • how to develop understanding to retrieve and record information and identify key details from fiction and non-fiction • how to develop understanding to summarise main ideas from more than one paragraph • how to develop understanding to make inferences from the text • how to develop understanding to explain and justify inferences with evidence from the text • how to develop understanding to predict what might happen from details stated and implied • how to develop understanding to identify and explain how narrative content is related and contributes to meaning as a whole • how to develop understanding to explain how meaning is enhanced through the choice of words or phrases • how to develop understanding to make comparisons within the text 	<ul style="list-style-type: none"> • how to give and explain the meaning of words in context • how to retrieve and record information and identify key details from fiction and non-fiction • how to summarise main ideas from more than one paragraph • how to make inferences from the text • how to explain and justify inferences with evidence from the text • how to predict what might happen from details stated and implied • how to identify and explain how narrative content is related and contributes to meaning as a whole • how to explain how meaning is enhanced through the choice of words or phrases • how to make comparisons within the text

- How to 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
- How to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- How to develop positive attitudes to reading and understanding of what they read by:
- How to listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- How to read books that are structured in different ways and reading for a range of purposes
- How to use dictionaries to check the meaning of words that they have read
- How to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- How to identify themes and conventions in a wide range of books
- How to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- How to discuss words and phrases that capture the reader's interest and imagination
- How to recognise some different forms of poetry

Book Bands

Lime

Lime/Brown

Brown

Reading Domains taught throughout the year:

- To know how to give/explain the meaning of words in context (2a).
- To know how to retrieve and record information, identify key details from more than 1 paragraph (2b).
- To know how to summarise main ideas from more than one paragraph (2c).
- To know how to make inferences from the text, explain and justify inferences with evidence from the text (2d).
- To know how to predict what might happen from details stated and implied (2e).
- To know how to identify/ explain how information or narrative content is related and contributes to meaning as a whole (2f).
- To know how to identify and explain how meaning is enhanced through choice of words and phrases (2g).
- To know how to make comparisons within the text (2h)

**Key Stage 2
Year 4
Reading**

<p style="text-align: center;">Advent Children will know how to:</p>	<p style="text-align: center;">Lent Children will know how to:</p>	<p style="text-align: center;">Pentecost Children will know how to:</p>
<ul style="list-style-type: none"> • Begin to apply knowledge of root words, prefixes, and suffixes to read aloud and to understand the meaning of unfamiliar words. • Begin to read further exception words, noting the unusual correspondences between spelling and sound. • Begin to pronounce unfamiliar words drawing on prior knowledge of similar looking words. • Begin to read age-appropriate books with confidence and fluency (including novels) • Begin to read aloud with intonation, tone and action that shows understanding • Begin to work out the meaning of words from the context. 	<ul style="list-style-type: none"> • Apply some knowledge of root words, prefixes, and suffixes to read aloud and to understand the meaning of unfamiliar words. • Read further exception words, noting the unusual correspondences between spelling and sound. • Read unfamiliar words drawing on prior knowledge of similar looking words. • Read age-appropriate books with confidence and fluency (including novels) • Read aloud with intonation, tone and action that shows understanding • Work out the meaning of words from the context. • Explain and discuss their understanding of what they have read, drawing inferences, and justifying these with evidence. 	<ul style="list-style-type: none"> • Confidently apply knowledge of root words, prefixes, and suffixes to read aloud and to understand the meaning of unfamiliar words. <p style="text-align: center;">Confidently read further exception words, noting the unusual correspondences between spelling and sound.</p> <ul style="list-style-type: none"> • Confidently pronunciation unfamiliar words drawing on prior knowledge of similar looking words. • Confidently read age-appropriate books with confidence and fluency (including novels) • Confidently read aloud with intonation, tone and action that shows understanding • Confidently work out the meaning of words from the context. • Confidently explain and discuss their understanding of what they have read,

<ul style="list-style-type: none"> • Begin to explain and discuss their understanding of what they have read, drawing inferences, and justifying these with evidence. • Begin to predict what might happen from details stated and implied. • Begin to retrieve information from non-fiction texts. • Begin to summarise the main ideas, from more than one paragraph. • Begin to evaluate how authors use language, capture the reader's interest and imagination. • Begin to identify and discuss themes and make comparisons within and across books. 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Retrieve information from non-fiction texts. • Summarise the main ideas, from more than one paragraph. • Evaluate how authors use language, capture the reader's interest and imagination. • Identify and discuss themes and make comparisons within and across books. • 	<p>drawing inferences, and justifying these with evidence.</p> <ul style="list-style-type: none"> • Confidently predict what might happen from details stated and implied. • Confidently retrieve information from non-fiction texts. • Confidently summarise the main ideas, from more than one paragraph. • Confidently evaluate how authors use language, capture the reader's interest and imagination. • Confidently identify and discuss themes and make comparisons within and across books.
<ul style="list-style-type: none"> • How to 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 • How to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • How to develop positive attitudes to reading and understanding of what they read by: • How to listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • How to read books that are structured in different ways and reading for a range of purposes • How to use dictionaries to check the meaning of words that they have read • How to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • How to identify themes and conventions in a wide range of books • How to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 		

- How to discuss words and phrases that capture the reader's interest and imagination
- How to recognise some different forms of poetry

Book Bands

Brown	Brown/Grey	Grey
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Reading Domains taught throughout the year:

- To know how to give/explain the meaning of words in context (2a).
- To know how to retrieve and record information, identify key details from more than 1 paragraph (2b).
- To know how to summarise main ideas from more than one paragraph (2c).
- To know how to make inferences from the text, explain and justify inferences with evidence from the text (2d).
- To know how to predict what might happen from details stated and implied (2e).
- To know how to identify/ explain how information or narrative content is related and contributes to meaning as a whole (2f).
- To know how to identify and explain how meaning is enhanced through choice of words and phrases (2g).
- To know how to make comparisons within the text (2h)

Year 5 Reading

<p>Advent Children will know how to:</p>	<p>Lent Children will know how to:</p>	<p>Pentecost Children will know how to:</p>
<ul style="list-style-type: none"> • Begin to read age-appropriate books with confidence and fluency (including whole novels) • Begin to read aloud with intonation that shows understanding • Begin to work out the meaning of words from the context. • Begin to explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. • Begin to predict what might happen from details stated and implied. • Begin to retrieve information from non-fiction texts. • Begin to summarise the main ideas, identifying key details and using quotations for illustration. • Begin to evaluate how authors use language, including figurative language, considering the impact on the reader. • Begin to make comparisons within and across books. 	<ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels) • Read aloud with intonation that shows understanding • Work out the meaning of words from the context. • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. • Predict what might happen from details stated and implied. • Retrieve information from non-fiction texts. • Summarise the main ideas, identifying key details and using quotations for illustration. • Evaluate how authors use language, including figurative language, considering the impact on the reader. • Make comparisons within and across books. 	<ul style="list-style-type: none"> • Confidently read age-appropriate books with confidence and fluency (including whole novels) • Confidently read aloud with intonation that shows understanding • Confidently work out the meaning of words from the context. • Confidently explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. • Confidently predict what might happen from details stated and implied. • Confidently retrieve information from non-fiction texts. • Confidently summarise the main ideas, identifying key details and using quotations for illustration. • Confidently evaluate how authors use language, including figurative language, considering the impact on the reader. • Confidently make comparisons within and across books.

Book Bands

Grey	Grey/Dark Blue	Dark Blue
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Reading Domains taught throughout the year:

To know how to give/explain the meaning of words in context (2a).

To know how to retrieve and record information, identify key details from more than 1 paragraph (2b).

To know how to summarise main ideas from more than one paragraph (2c).

To know how to make inferences from the text, explain and justify inferences with evidence from the text (2d).

To know how to predict what might happen from details stated and implied (2e).

To know how to identify/ explain how information or narrative content is related and contributes to meaning as a whole (2f).

To know how to identify and explain how meaning is enhanced through choice of words and phrases (2g).

To know how to make comparisons within the text (2h)

Year 6 Reading		
Advent Children will know:	Lent Children will know:	Pentecost Children will know:
<ul style="list-style-type: none"> • Begin to read age-appropriate books with confidence and fluency (including whole novels) • Begin to read aloud with intonation that shows understanding • Begin to work out the meaning of words from the context. • Begin to explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. • Begin to predict what might happen from details stated and implied. • Begin to retrieve information from non-fiction texts. • Begin to summarise the main ideas, identifying key details and using quotations for illustration. • Begin to evaluate how authors use language, including figurative language, considering the impact on the reader. • Begin to make comparisons within and across books. 	<ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels) • Read aloud with intonation that shows understanding • Work out the meaning of words from the context. • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. • Predict what might happen from details stated and implied. • Retrieve information from non-fiction texts. • Summarise the main ideas, identifying key details and using quotations for illustration. • Evaluate how authors use language, including figurative language, considering the impact on the reader. • Make comparisons within and across books. 	<ul style="list-style-type: none"> • Confidently read age-appropriate books with confidence and fluency (including whole novels) • Confidently read aloud with intonation that shows understanding • Confidently work out the meaning of words from the context. • Confidently explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. • Confidently predict what might happen from details stated and implied. • Confidently retrieve information from non-fiction texts. • Confidently summarise the main ideas, identifying key details and using quotations for illustration. • Confidently evaluate how authors use language, including figurative language, considering the impact on the reader. • Confidently make comparisons within and across books.

Book Bands

Dark Blue

Burgundy

Burgundy/Black

Reading Domains taught throughout the year:

- To know how to give/explain the meaning of words in context (2a).
- To know how to retrieve and record information, identify key details from more than 1 paragraph (2b).
- To know how to summarise main ideas from more than one paragraph (2c).
- To know how to make inferences from the text, explain and justify inferences with evidence from the text (2d).
- To know how to predict what might happen from details stated and implied (2e).
- To know how to identify/ explain how information or narrative content is related and contributes to meaning as a whole (2f).
- To know how to identify and explain how meaning is enhanced through choice of words and phrases (2g).
- To know how to make comparisons within the text (2h)