

• National Curriculum St Pius X additional objectives

\_\_\_\_\_ - Key objective

## Teacher assessment framework statement

		Reading C	Curriculum Map - St I	Pius X Catholic Prima	ary School		
Reading strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Becoming a reader	Enjoy listening to and joining in with stories and poems  Listen attentively to a story  Talk about a story Join in with repeated refrains  Explore books independently  Handle books carefully  Use the terms cover, beginning, end, page, title  Talk about new words found in stories Track a text word by word	Enjoy stories (including fairy and traditional stories), poems and rhymes  Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Offer an opinion on what is read to them and listen to the opinions of others  Retell a story using prompts  Retell a story in the correct order  Join in with stories being read aloud	Enjoy books and reading  Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction that are read to them and those that they can read for themselves  Offer opinions and preferences about books, backed up by reasons  Discuss favourite authors  Retell a story using words and phrases from the text  Retell a story from memory, including all the main parts  Retell a stock of basic stories	Enjoy books and reading  Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves  Identify and remember common structural and language conventions in different text type  Read for a range of purposes  Retell stories, adding key details  Identify themes in books  Retell fairy stories or folk tales focusing on the theme  Know and recognise	Develop a love of books and reading  Value and enjoy reading in their spare time  Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves  Identify and remember common structural and language conventions in different text types  Independently read for a range of purposes  Know and recognise some forms of poetry  Retell myths and legends focusing on the themes	Develop a love books and reading  Enjoy reading for a sustained period  Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves  Increase their familiarity with fiction genres including books from other cultures  Increase their familiarity with fiction genres including modern fiction  Increase their familiarity with fiction genres including modern fiction  Increase their familiarity with fiction genres including traditional stories  Know a range of children's authors and	Develop an appreciation and love of reading  Enjoy the challenge of more difficult books  Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves  Increase their familiarity with fiction genres including myths and legends  Increase their familiarity with fiction genres including classic fiction  Increase their familiarity with fiction genres including classic fiction  Increase their familiarity with fiction genres including modern and classic fiction  Discuss and compare a

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and explain why Use pertinent and technically specific vocabulary when talking about books  Discuss a text confidently with others, responding to their ideas and challenging their views courteously  Their views courteously  Show an understanding of texts through formal presentation and debate maintaining a focus on the topic and using notes where
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Word Reading	Distinguish between different sounds to	Respond quickly with the correct sound for graphemes (using	Blend GPCs to read accurately	Continue to use phonic knowledge and skills	Continue to use phonic knowledge and skills	Continue to use phonic knowledge and skills	Continue to use knowledge and
	develop phonological awareness	phonemes taught so far)	Recognise alternative sounds for graphemes	with unfamiliar words	with unfamiliar words	with unfamiliar words	with unfamiliar v
	Recognise rhyme	Respond quickly with the correct sound for	Apply phonic knowledge	Read words with unfamiliar spelling	Try out different pronunciations to aid the	Use an understanding of morphology and	Use an underst
	and alliteration to develop phonological	graphemes (for all 40+ phonemes)	across the curriculum  Read words of two or	patterns Use an understanding of	decoding of unfamiliar, longer words	etymology to aid them in reading unfamiliar words (link to spelling strand)	etymology to aid reading unfamil (link to spelling
	awareness	Read accurately by blending the sounds	more syllables (EXS KS1)	morphology and etymology to aid them in	Use an understanding of morphology and		
	Count the number of words in a sentence	in words that contain the common	Read most words	reading unfamiliar words (link to spelling strand)	etymology to aid them in reading unfamiliar words (link to spelling strand)		
	Count the number of syllables within	graphemes for all 40+ phonemes (WTS KS1)	containing common suffixes (link to	Continue to build a knowledge of unusual	Continue to build a		
	words	Remember and read high frequency phonically decodable	spelling) (EXS KS1)  Read most common	grapheme phoneme correspondences	knowledge of unusual grapheme phoneme		
	Identify and reproduce initial	words	exception words (National Curriculum		correspondences		
	sounds in words they hear	Read many year 1 common exception	Appendix 1) (EXS KS1)				
	Say a sound for	words (National Curriculum English	Sound out unfamiliar words and use other				
	each letter in the alphabet and at	Appendix 1) (WTS KS1)	reading strategies when reading aloud				
	least 10 digraphs (ELG)	Read words containing taught GPCs and	Orchestrate a range of reading strategies to				
	Distinguish the	ending in –s, -es and ing	decode successfully				
	individual phonemes within a word to	Read words of more than one syllable (WTS KS1)	Self-correct when reading aloud				
	develop phonemic awareness	Read words containing					
	Segment simple	taught GPCs and ending in –ed, -er and					
	words orally into phonemes	est					
		Read words with					
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Blend the phonemes in simple words orally  Identify the number of phonemes in simple words	contractions and understand how apostrophes work in these words  Apply phonic knowledge across the curriculum			
Read familiar words by sight such as own name	Read aloud accurately books that match their phonic knowledge			
Respond quickly with the correct sound for graphemes (using phonemes taught so far)	Listen to what they are reading to hear if it makes sense  Read to the end of a sentence to help work out an unknown word			
Respond quickly with the correct sound for graphemes (for all 40+ phonemes)	Re-read when they have not understood  Use the punctuation to get meaning from the			
Read words consistent with their phonic knowledge by sound-blending (ELG)	text  Use the context as an aid to decoding unknown words  Look for words within words to aid decoding			
Remember and read high frequency phonically decodable words	Break down large words into syllables to aid decoding			
Read and remember high frequency words that cannot be easily				

decoded at this ('tricky' words)	stage			
Read aloud sin sentences and books that are consistent with their phonic knowledge, including some common excep words (ELG)	<u>.</u> 1			

Fluency	Re-read books to build fluency and confidence	Re-read books to build fluency and confidence  Begin to read with expression  Recite some poems and rhymes by heart  In phonically regular texts, read aloud many words quickly and accurately without overt sounding and blending (WTS KS1)  Sound out many unfamiliar words accurately in a phonically regular text (WTS KS1)	Re-read books to build fluency and confidence  Decrease reliance on 'sounding out' in common words  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 (EXS KS1)  Sound out most unfamiliar words accurately, without undue hesitation (EXS KS1)  Read Year 2 texts with expression and appropriate volume  Read Year 2 texts with good phrasing  Read Year 2 texts smoothly with few breaks  Read Year 2 texts at conversational pace  Learn some classic poems by heart	Read Year 3 texts fluently  Prepare texts (including poems and plays) to read aloud and perform	Read Year 4 texts fluently  Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume and action  Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis	Read Year 5 texts fluently  Learn poems by heart  Learn more complex poems by heart  Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience	Read Year 6 texts fluently  Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the author's intent is clear to an audience  Learn classic poems by heart
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## Comprehensi on

Use vocabulary to create meaning

Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)

Talk about what they think, feel and imagine when sharing picture books

Make links between events in their lives and events in stories

Ask questions about a text being read by an adult

Say how a character is feeling in a book that is read to them

Suggest how the story might end

Apply vocabulary they know in one context to another

Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known

Develop understanding by linking reading to prior knowledge and/or background information

Ask questions to engage with a text

Ask questions in a discussion of a text with peers and adults

Check that the text makes sense as they read and re-read if necessary

Retrieve information from a familiar book that is read to them in discussion with the teacher (KS1 WTS)

Make simple inferences from a familiar book that is

Use the surrounding text to aid them in understanding unknown vocabulary

Infer meanings from the vocabulary used

Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known

Develop understanding by linking reading to prior knowledge and/or background information

Make links between the book they are reading and other books they have read (GD KS1)

Ask questions to themselves as they are reading

Ask 'Why' and 'I wonder' questions

Check that the text makes sense as they read and correct inaccurate reading (EXS KS1)

Build comprehension by retrieving basic Explain the meaning of words in context

Use morphology to aid them in understanding unknown vocabulary

Use dictionaries to check word meanings

Develop understanding by linking reading to other books or similar contexts

Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)

Ask questions when their reading doesn't make sense

Use questioning to keep an active engagement with a longer text

Apply previous retrieving objectives to year 3 texts

Check that the text makes sense to them and discuss their understanding Understand that words can have varied meanings depending on the context

Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)

Develop understanding by making connections between texts in terms of plot, characters, structure, same author etc

Ask questions to improve their understanding of a text

Ask questions about character and motivation, vocabulary and plot

Apply previous retrieving objectives to year 4 texts

Check that the text makes sense to them and discuss their understanding

Extract information from a text when information

Identify vocabulary being used beyond the literal sense

Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)

Develop understanding by making connections between texts and the world beyond their own experience

Use questioning and discussion with peers to further their understanding of a text

Revisit questions during the reading of a text as new information is revealed

Ask deeper questions as the text progresses

Apply previous retrieving objectives to year 5 texts

Check that the text makes sense to them and use questioning and discussion to further their understanding Use etymology to aid them in understanding unknown vocabulary

Infer deeper meanings from the vocabulary used

Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location

Use questioning to propel themselves through a challenging text

Allow questions to lead them on to new ideas, perspectives and conclusions

Ask questions about authorial intent

Apply previous retrieving objectives to year 6 texts

Check that the text makes sense to them and use questioning and discussion to further their understanding

Use what is 'not said' to enhance comprehension

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Anticipate – where appropriate – key events in stories (ELG)	read to them (KS1 WTS)	information from a text (EXS KS1)	Combine information to create an understanding of the whole text	is hidden within a longer paragraph	Extract information that is scattered throughout	Use what is implied to enhance comprehension
Recall some events and characters from a story	Make simple inferences about characters from what they say and do	Create understanding by reading and combining different textual elements e.g.	Use inference to draw simple conclusions about characters.	Use a knowledge of text type and structure to extract information	a whole text  Extract information from a text by following a	Revise conclusions based on new evidence in the text
Demonstrate understanding of what has been read to them by retelling stories	Predict the next part of a story	text, pictures, diagrams, labels and captions Use vocabulary	settings and events  Use vocabulary knowledge, including	Use textual details and examples to support inferences and explanations about a	train of thought through a longer paragraph  Develop a fuller	Explain inferences with clear reasoning and precise language
and narratives using their own words and recently introduced yocabulary (ELG)	Recall the main events in a story	knowledge, including synonyms, to aid comprehension	synonyms, to aid inference  Predict what may	text's meaning  Use precise language to encapsulate an	understanding of the text by combining clarifying and inferring	Refine and verify predictions in discussion with others
Discuss the title and talk about the events in a story	Recognise and understand the terms title, author, illustrator	Order the events in a text  Make inferences about	happen and explain using detail from the text Identify the key points in	inference made  Make inferences from evidence found	Use knowledge of synonyms and hypernyms to aid comprehension	Summarise the key points in a more complex text, using their
Answer questions about the story	and illustration	characters, settings and events (EXS KS1 and GD KS1)	a section, page or whole text  Identify the author's	throughout a paragraph  Predict what may happen and explain	Use evidence to both support and challenge conclusions drawn	own words to establish clear meaning  Compare differing
	Understand that text, illustration and other features combine to give meaning	Use vocabulary knowledge, including synonyms, to aid inference	purpose e.g. to inform, describe, entertain, share feelings etc.	using stated and implied detail from the text	within and from a text  Make inferences from evidence found	purposes and viewpoints in texts on similar topics
	Discuss the title and talk about the events in a story	Make a plausible prediction about what might happen on the basis of what has	Explain the basic structures inherent in different text types (fiction and non-fiction)	the key points  Identify the author's purpose and adjust	throughout the text  Use knowledge of synonyms and	Explain purpose and viewpoint with reference to evidence in the text
	Identify the main characters and say what they are like	been read so far (GD KS1)	Explain the purposes of structural features	reading strategy accordingly e.g. consider the evidence in a persuasive text	hypernyms to aid inference  Predict what may	Explain the series of choices an author has made in structuring and organising their text
	Answer questions about the text in	Explain what has happened so far in what they have read (EXS KS1)	Discuss language which has captured their interest	Recognise the viewpoint of the author	happen using stated and implied details and a wider personal understanding of the	Explain how an author uses text structure and organisation to
	discussion with the teacher (WTS KS1)	Recognise and discuss features of different texts	Identify basic language features inherent in different text types	Distinguish between fact and opinion when discussing viewpoint	world Summarise using an	manipulate the reader  Identify formality in texts

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			(fiction and non-fiction)		appropriate amount of	and the use of standard
		Recognise and discuss	,	Identify how the layout	detail as evidence	and non-standard
		the sequence of events	Identify and discuss	in book and		English
		in fiction and how items	simple authorial	screen-based texts aids	Recognise that different	go
		are related in non-fiction	techniques such as	the reader	parts of the text may	Describe and evaluate
		are related in non-inclion	short sentences,	uic icauci	have different purposes	the choices an author
		December of the second of	· ·	Intentify in atomics with a se	have different purposes	l l
		Recognise recurring	repeated phrases,	Identify instances where		has made in their use of
		story language	punctuation	structure and layout	Comment on a writer's	language
				contribute to meaning	purpose and viewpoint	
		Recognise recurring	Refer back to the text to		e.g. noting bias	Explain how an author
		language in stories and	support their response	Select and explain		has used language to
		poetry		favourite vocabulary	Identify, describe and	manipulate the reader
				choices	compare writers' themes	
		Discuss which words			across a range of texts	Answer a range of
		and phrases are		Select and discuss		guestion types on single
		effective		effective words, phrases	Identify a point in the	and multiple texts
				and sentences e.g.	text where the author	
		Retrieve information		figurative language	has made a structural	
		from the text to		ilgulative latiguage	choice and consider the	
				Engage in a discussion		
		answer questions		Engage in a discussion	reasoning behind it	
		(EXS KS1)		on an author's use of	l <b>_</b>	
				language	Explain some choices	
				Answer questions giving	an author has made in	
				evidence from the text in	structuring and	
				their response	organising their text	
					Discuss and evaluate	
					how authors use	
					language and the	
					impact on the reader	
]					Evaloin why an author	
					Explain why an author	
					has used figurative	
					language and the effect	
					this has	
					Explain how meaning is	
					enhanced through the	
					use of words and	
					phrases	
					·	
					Answer questions	
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						drawing on information from several places in the text	
Becoming a researcher	Answer simple questions e.g. who, what, when, how	Pose questions before reading non-fiction to find answers  Navigate a simple non-fiction text  Record information gleaned from simple non-fiction texts	Use indexes, contents pages, headings and captions to navigate non-fiction texts  Navigate simple alphabetically ordered texts  Use screen based and book conventions to find information efficiently and safely	Use library classification to find reference materials  Take notes by summarising, deleting and substituting  Retrieve, record and present information	Distinguish between fact and opinion in order to verify the accuracy and reliability of information  Appraise the usefulness of a text for a task  Use the strategies of skimming, scanning, close reading and key word searches to locate and select information	Detect bias and distinguish fact from opinion  Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information  Understand copying, quoting and adapting source material	Extend note-taking by grouping and linking notes and using abbreviations  Précis longer passages  Orchestrate a full range of research skills to conduct and present an independent research project