



- National Curriculum
St Pius X additional objectives
_____ - Key objective

Teacher assessment framework statement

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

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| | | | Discuss their favourite words and phrases | some forms of poetry | | <p>poets</p> <p><u>Read for a range of purposes</u></p> <p>Recommend a book and explain why</p> <p>Recommend an author and explain why</p> <p>Use pertinent and technically specific vocabulary when talking about books</p> <p>Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p> | <p>range of children's authors and poets</p> <p>Discuss and compare a range of children's authors and poets (including classic authors)</p> <p><u>Read for a range of purposes</u></p> <p>Identify, discuss and compare themes</p> <p>Use pertinent and technically specific vocabulary when talking about books</p> <p>Show an understanding of texts through formal presentation and debate</p> <p>Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</p> |
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| <p>Word Reading</p> | <p>Distinguish between different sounds to develop phonological awareness</p> <p>Recognise rhyme and alliteration to develop phonological awareness</p> <p>Count the number of words in a sentence Count the number of syllables within words</p> <p>Identify and reproduce initial sounds in words they hear</p> <p><u>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</u></p> <p>Distinguish the individual phonemes within a word to develop phonemic awareness</p> <p>Segment simple words orally into phonemes</p> | <p>Respond quickly with the correct sound for graphemes (using phonemes taught so far)</p> <p>Respond quickly with the correct sound for graphemes (for all 40+ phonemes)</p> <p><u>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (WTS KS1)</u> Remember and read high frequency phonically decodable words</p> <p><u>Read many year 1 common exception words (National Curriculum English Appendix 1) (WTS KS1)</u></p> <p>Read words containing taught GPCs and ending in –s, -es and ing</p> <p>Read words of more than one syllable (WTS KS1)</p> <p>Read words containing taught GPCs and ending in –ed, -er and est</p> <p>Read words with</p> | <p>Blend GPCs to read accurately</p> <p>Recognise alternative sounds for graphemes</p> <p><u>Apply phonic knowledge across the curriculum</u></p> <p><u>Read words of two or more syllables (EXS KS1)</u></p> <p><u>Read most words containing common suffixes</u> (link to spelling) (EXS KS1)</p> <p><u>Read most common exception words (National Curriculum Appendix 1) (EXS KS1)</u></p> <p>Sound out unfamiliar words and use other reading strategies when reading aloud</p> <p>Orchestrate a range of reading strategies to decode successfully</p> <p>Self-correct when reading aloud</p> | <p>Continue to use phonic knowledge and skills with unfamiliar words</p> <p>Read words with unfamiliar spelling patterns</p> <p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Continue to build a knowledge of unusual grapheme phoneme correspondences</p> | <p>Continue to use phonic knowledge and skills with unfamiliar words</p> <p>Try out different pronunciations to aid the decoding of unfamiliar, longer words</p> <p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Continue to build a knowledge of unusual grapheme phoneme correspondences</p> | <p>Continue to use phonic knowledge and skills with unfamiliar words</p> <p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> | <p>Continue to use phonic knowledge and skills with unfamiliar words</p> <p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> |
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| | <p>Blend the phonemes in simple words orally</p> <p>Identify the number of phonemes in simple words</p> <p>Read familiar words by sight such as own name</p> <p>Respond quickly with the correct sound for graphemes (using phonemes taught so far)</p> <p>Respond quickly with the correct sound for graphemes (for all 40+ phonemes)</p> <p><u>Read words consistent with their phonic knowledge by sound-blending (ELG)</u></p> <p><u>Remember and read high frequency phonically decodable words</u></p> <p><u>Read and remember high frequency words that cannot be easily</u></p> | <p>contractions and understand how apostrophes work in these words</p> <p>Apply phonic knowledge across the curriculum</p> <p><u>Read aloud accurately books that match their phonic knowledge</u></p> <p>Listen to what they are reading to hear if it makes sense</p> <p>Read to the end of a sentence to help work out an unknown word</p> <p>Re-read when they have not understood</p> <p>Use the punctuation to get meaning from the text</p> <p>Use the context as an aid to decoding unknown words</p> <p>Look for words within words to aid decoding</p> <p>Break down large words into syllables to aid decoding</p> | | | | | |
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| | <p><u>decoded at this stage ('tricky' words)</u></p> <p><u>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</u></p> | | | | | | |
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| Fluency | <p>Re-read books to build fluency and confidence</p> | <p>Re-read books to build fluency and confidence</p> <p>Begin to read with expression</p> <p>Recite some poems and rhymes by heart</p> <p><u>In phonically regular texts, read aloud many words quickly and accurately without overt sounding and blending (WTS KS1)</u></p> <p><u>Sound out many unfamiliar words accurately in a phonically regular text (WTS KS1)</u></p> | <p>Re-read books to build fluency and confidence</p> <p>Decrease reliance on 'sounding out' in common words</p> <p><u>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)</u></p> <p><u>Sound out most unfamiliar words accurately without undue hesitation (EXS KS1)</u></p> <p><u>Read Year 2 texts with expression and appropriate volume</u></p> <p><u>Read Year 2 texts with good phrasing</u></p> <p><u>Read Year 2 texts smoothly with few breaks</u></p> <p><u>Read Year 2 texts at conversational pace</u></p> <p>Learn some classic poems by heart</p> | <p><u>Read Year 3 texts fluently</u></p> <p>Prepare texts (including poems and plays) to read aloud and perform</p> | <p><u>Read Year 4 texts fluently</u></p> <p>Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume and action</p> <p>Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis</p> | <p><u>Read Year 5 texts fluently</u></p> <p>Learn poems by heart</p> <p>Learn more complex poems by heart</p> <p>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</p> | <p><u>Read Year 6 texts fluently</u></p> <p>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</p> <p>Learn classic poems by heart</p> |
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| <p><u>Anticipate – where appropriate – key events in stories (ELG)</u></p> <p>Recall some events and characters from a story</p> <p><u>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</u></p> <p>Discuss the title and talk about the events in a story</p> <p>Answer questions about the story</p> | <p><u>read to them (KS1 WTS)</u></p> <p><u>Make simple inferences about characters from what they say and do</u></p> <p><u>Predict the next part of a story</u></p> <p><u>Recall the main events in a story</u></p> <p><u>Recognise and understand the terms title, author, illustrator and illustration</u></p> <p><u>Understand that text, illustration and other features combine to give meaning</u></p> <p><u>Discuss the title and talk about the events in a story</u></p> <p><u>Identify the main characters and say what they are like</u></p> <p><u>Answer questions about the text in discussion with the teacher (WTS KS1)</u></p> | <p><u>information from a text (EXS KS1)</u></p> <p>Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions</p> <p>Use vocabulary knowledge, including synonyms, to aid comprehension</p> <p>Order the events in a text</p> <p><u>Make inferences about characters, settings and events (EXS KS1 and GD KS1)</u></p> <p>Use vocabulary knowledge, including synonyms, to aid inference</p> <p><u>Make a plausible prediction about what might happen on the basis of what has been read so far (GD KS1)</u></p> <p><u>Explain what has happened so far in what they have read (EXS KS1)</u></p> <p>Recognise and discuss features of different texts</p> | <p>Combine information to create an understanding of the whole text</p> <p><u>Use inference to draw simple conclusions about characters, settings and events</u></p> <p>Use vocabulary knowledge, including synonyms, to aid inference</p> <p>Predict what may happen and explain using detail from the text</p> <p>Identify the key points in a section, page or whole text</p> <p>Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.</p> <p>Explain the basic structures inherent in different text types (fiction and non-fiction)</p> <p>Explain the purposes of structural features</p> <p>Discuss language which has captured their interest</p> <p>Identify basic language features inherent in different text types</p> | <p><u>is hidden within a longer paragraph</u></p> <p>Use a knowledge of text type and structure to extract information</p> <p><u>Use textual details and examples to support inferences and explanations about a text's meaning</u></p> <p>Use precise language to encapsulate an inference made</p> <p>Make inferences from evidence found throughout a paragraph</p> <p>Predict what may happen and explain using stated and implied detail from the text</p> <p><u>Summarise a text using the key points</u></p> <p>Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text</p> <p>Recognise the viewpoint of the author</p> <p>Distinguish between fact and opinion when discussing viewpoint</p> | <p><u>Extract information that is scattered throughout a whole text</u></p> <p>Extract information from a text by following a train of thought through a longer paragraph</p> <p>Develop a fuller understanding of the text by combining clarifying and inferring</p> <p><u>Use knowledge of synonyms and hypernyms to aid comprehension</u></p> <p>Use evidence to both support and challenge conclusions drawn within and from a text</p> <p><u>Make inferences from evidence found throughout the text</u></p> <p><u>Use knowledge of synonyms and hypernyms to aid inference</u></p> <p>Predict what may happen using stated and implied details and a wider personal understanding of the world</p> <p>Summarise using an</p> | <p><u>Use what is implied to enhance comprehension</u></p> <p>Revise conclusions based on new evidence in the text</p> <p><u>Explain inferences with clear reasoning and precise language</u></p> <p>Refine and verify predictions in discussion with others</p> <p><u>Summarise the key points in a more complex text, using their own words to establish clear meaning</u></p> <p>Compare differing purposes and viewpoints in texts on similar topics</p> <p>Explain purpose and viewpoint with reference to evidence in the text</p> <p>Explain the series of choices an author has made in structuring and organising their text</p> <p>Explain how an author uses text structure and organisation to manipulate the reader</p> <p><u>Identify formality in texts</u></p> |
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| | | | <p>Recognise and discuss the sequence of events in fiction and how items are related in non-fiction</p> <p>Recognise recurring story language</p> <p>Recognise recurring language in stories and poetry</p> <p>Discuss which words and phrases are effective</p> <p><u>Retrieve information from the text to answer questions (EXS KS1)</u></p> | <p>(fiction and non-fiction)</p> <p>Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation</p> <p><u>Refer back to the text to support their response</u></p> | <p>Identify how the layout in book and screen-based texts aids the reader</p> <p>Identify instances where structure and layout contribute to meaning</p> <p>Select and explain favourite vocabulary choices</p> <p><u>Select and discuss effective words, phrases and sentences e.g. figurative language</u></p> <p>Engage in a discussion on an author's use of language</p> <p><u>Answer questions giving evidence from the text in their response</u></p> | <p>appropriate amount of detail as evidence</p> <p>Recognise that different parts of the text may have different purposes</p> <p>Comment on a writer's purpose and viewpoint e.g. noting bias</p> <p>Identify, describe and compare writers' themes across a range of texts</p> <p>Identify a point in the text where the author has made a structural choice and consider the reasoning behind it</p> <p>Explain some choices an author has made in structuring and organising their text</p> <p>Discuss and evaluate how authors use language and the impact on the reader</p> <p>Explain why an author has used figurative language and the effect this has</p> <p>Explain how meaning is enhanced through the use of words and phrases</p> <p><u>Answer questions</u></p> | <p>and the use of standard and non-standard English</p> <p>Describe and evaluate the choices an author has made in their use of language</p> <p>Explain how an author has used language to manipulate the reader</p> <p><u>Answer a range of question types on single and multiple texts</u></p> |
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| | | | | | | <u>drawing on information from several places in the text</u> | |
| Becoming a researcher | <p>Answer simple questions e.g. who, what, when, how</p> | <p>Pose questions before reading non-fiction to find answers</p> <p>Navigate a simple non-fiction text</p> <p>Record information gleaned from simple non-fiction texts</p> | <p>Use indexes, contents pages, headings and captions to navigate non-fiction texts</p> <p>Navigate simple alphabetically ordered texts</p> <p>Use screen based and book conventions to find information efficiently and safely</p> | <p>Use library classification to find reference materials</p> <p>Take notes by summarising, deleting and substituting</p> <p>Retrieve, record and present information</p> | <p>Distinguish between fact and opinion in order to verify the accuracy and reliability of information</p> <p>Appraise the usefulness of a text for a task</p> <p>Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p> | <p><u>Detect bias and distinguish fact from opinion</u></p> <p>Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information</p> <p>Understand copying, quoting and adapting source material</p> | <p>Extend note-taking by grouping and linking notes and using abbreviations</p> <p>Précis longer passages</p> <p>Orchestrate a full range of research skills to conduct and present an independent research project</p> |