



# St George and St Teresa Catholic Primary School

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## Progression of Skills and Knowledge

### Reading

National Curriculum Aims and Purpose	School Aims and Intent: Skills, attitudes and knowledge that we want all children to develop on their journey through our school																
<p><u>Purpose of study</u> English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p> <p><u>Aims</u> The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Read easily, fluently and with good understanding</li> <li>• Develop the habit of reading widely and often, for both pleasure and information</li> </ul>	<p><u>Aims</u> At St. George and St. Teresa Primary School the active encouragement of reading is a core part of every child's educational entitlement, whatever their background or attainment. We believe that extensive reading and exposure to a wide range of texts makes a vital contribution to every child's educational achievement and their life chances. Creating a culture for the love of reading.</p> <p>St. George and St. Teresa aims to establish each child as a lifetime reader. Studies are accumulating that emphasise the importance of reading for pleasure for both educational as well as personal development. These studies, such as the Spellman report, show that promoting reading can have a major impact on children, their future and their life chances.</p> <p><u>Skills</u></p> <table border="1" data-bbox="1311 1264 2665 1730"> <thead> <tr> <th>Key Stage 1</th> <th>Key Stage 2</th> </tr> </thead> <tbody> <tr> <td>1a. Draw on knowledge of vocabulary to understand texts</td> <td>2a. Give/explain vocabulary in context</td> </tr> <tr> <td>1b. Identify/explain key aspects and texts such as character, events and information</td> <td>2b. Retrieve and record information</td> </tr> <tr> <td>1c. Identify and explain sequences of events in texts</td> <td>2c. Summarise main ideas from one or more paragraphs</td> </tr> <tr> <td>1d. Make inferences</td> <td>2d. Make inferences</td> </tr> <tr> <td>1e. Make predictions</td> <td>2e. Make predictions</td> </tr> <tr> <td></td> <td>2f. Identify how content is related and contributes to meaning as a whole</td> </tr> <tr> <td></td> <td>2g. Identify/explain how meaning is enhanced through word choice and figurative language</td> </tr> </tbody> </table> <p><u>Attitudes</u></p>	Key Stage 1	Key Stage 2	1a. Draw on knowledge of vocabulary to understand texts	2a. Give/explain vocabulary in context	1b. Identify/explain key aspects and texts such as character, events and information	2b. Retrieve and record information	1c. Identify and explain sequences of events in texts	2c. Summarise main ideas from one or more paragraphs	1d. Make inferences	2d. Make inferences	1e. Make predictions	2e. Make predictions		2f. Identify how content is related and contributes to meaning as a whole		2g. Identify/explain how meaning is enhanced through word choice and figurative language
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<ul style="list-style-type: none"> <li>• Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• Appreciate our rich and varied literary heritage</li> <li>• Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul>	<p>We aim to nurture a love of reading in our children that they will carry with them throughout their education and beyond. We aim for our children to be readers for knowledge, using the skills learnt to help them learn, and readers for pleasure, enjoying reading and using it as an escape from the stresses of daily life.</p>	
<p>Links to other curriculum areas</p>	<p>Experiences every child should have</p>	
<p>Reading is integral to the whole curriculum. Without the ability to read, accessing and engaging with the curriculum would be extremely difficult.</p> <p>Reading is used to support other curriculum areas, key texts are used in a variety of areas.</p>	<ul style="list-style-type: none"> <li>• Having the opportunity to read for pleasure</li> <li>• Being read to by adults in school</li> <li>• Having access to a library service at school, borrowing books that interest them</li> <li>• Having access to a class library or book corner</li> <li>• Having choice in their reading material</li> <li>• Voting on a class read</li> </ul>	
<p>Opportunities to develop Catholic Social teaching, Catholic School Pupil Profile Virtues and British Values</p>		
<p style="text-align: center;"><b>Catholic Social Teaching:</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Dignity of the human person- learning about others and respecting the differences we all have, sharing stories to promote acceptance of differences, open children’s eyes to how others live and find common experiences and contrasting from around the world.</li> <li>• We are called to live as Family and Community- recognising that not all families and communities look the same, respecting and learning about different cultures and traditions. Knowing that all family</li> </ul>	<p style="text-align: center;"><b>Catholic School Pupil Profile:</b></p> <p>Including, but not limited to:</p> <p>Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.</p> <p>Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.</p>	<p style="text-align: center;"><b>British Values:</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Democracy- voting on class reads, being able to express opinions and the right to free speech sharing their thoughts.</li> <li>• The rule of law- following rules to ensure that everyone has access to reading and the joy of books- sharing, caring for books, quiet times observed by all to be able to read quietly, respecting their reading spaces.</li> <li>• Individual liberty- right to choose, reading what appeals to you, being able to indulge your individual passions through</li> </ul>



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structures are valid, exploring different representations through fiction and non-fiction.

- Rights and Responsibilities- all children have the right to access books and literature of their choice. Children have the responsibility of caring for resources and showing respect, Librarians learn how to be responsible for sharing out books and resources.
- We are called to Stewardship- learning about our planet and how best to care for it, using up to date books about ecological issues, using books to reinforce our learning in different subject areas.
- An option for the Poor and Vulnerable- learn about how others live and appreciate how lucky we are. Learn about how we can help others, sharing our resources and helping others with charity work. Finding ways to share our time or resources with those who need it.
- The Dignity and Rights of Workers- respecting those who help us.
- Solidarity- understanding and having empathy for people in different situations, knowing when to stand up for what we believe in and intervening when we find injustice.
- Promotion of Peace- learn about people who help promote peace, historical figures and modern people who help in this way.

Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.

Faith-filled in their beliefs and hopeful for the future.

Eloquent and truthful in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and wise in the ways they use their learning for the common good.

Curious about everything; and active in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

reading books that you are interested in, requesting books that you like.

- Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith- access to books from a wide range of backgrounds, reading books from a diverse and wide range of authors, learning about others faith through information books, seeing different world perspectives through the eyes of characters and authors.

<p>Reciprocity</p> 	<p>Building Reciprocity- being willing and able to learn alone and with others. Working collaboratively with others when guided reading/reciprocal reading. Working together in shared tasks such as paired reading.</p> <p>Imitation- picking up other's values and habits. Growing a love of reading and promoting it in the classroom, sharing their love of reading with others.</p> <p>Interdependence- balancing self-reliance and sociability. Reading with others. Working in groups, collaboratively on a shared task (e.g., reciprocal reading or paired reading).</p> <p>Collaboration-the skills of learning with others. Sharing reading over age ranges, buddying up and pairing older children with younger children to share skills and enthusiasm.</p> <p>Empathy and listening -getting inside other's minds. Being able to see things from a different world view, empathising with characters and finding shared characteristics.</p>
<p>Resourcefulness</p> 	<p>Building Resourcefulness. being ready, willing and able to learn in different ways. Being open to approaching different kinds of texts and applying reading skills to all areas of the curriculum</p> <p>Making Links -seeking coherence, relevance and meaning through a variety of mediums.</p> <p>Questioning- getting below the surface; being curious. Immersing themselves in plot and character, asking questions to deeper understanding.</p> <p>Capitalising-making good use of resources, using dictionaries, thesauruses and the school library.</p> <p>Reasoning –thinking rigorously and methodically. Justifying opinion and searching for evidence.</p> <p>Imagining -using the mind's eye as a learning theatre. Immersing themselves in story and enjoying the experience!</p>
<p>Reflectiveness</p> 	<p>Building Reflectiveness</p> <p>Being ready, willing and able to become more strategic about learning</p> <p>Meta-Learning - understanding learning and yourself as a learner. Knowing what kind of reader, you are. Knowing what type of reading makes you feel happy and content.</p> <p>Revising- monitoring and adapting along the way. Ensuring they understand what they are reading and practising reading skills with a variety of genres.</p> <p>Planning-working learning out in advance. Knowing the skills they are working on and how to apply them to their reading.</p> <p>Distilling -drawing the lessons out from experience, filtering what they take from their reading and being able to create summaries of the most important information.</p>
<p>Resilience</p> 	<p>Building Resilience</p> <p>Being ready, willing and able to lock on to learning.</p> <p>Absorption- losing oneself in a book, noticing themes, commonalities and differences in what they are reading and learning. Linking what they read to their life.</p> <p>Managing Distractions- being able to be an independent reader and enjoy the opportunity to read quietly.</p>

Noticing- making links, reading 'between the lines'.  
Perseverance- be able to approach more challenging reads and not being put off when faced with unfamiliar themes or vocabulary.

## Skills and Knowledge Progression in Reading at St George and St Teresa Catholic Primary School

Year group	Word Reading- Phonics and Decoding	Word Reading - Common Exception Words	Word Reading- Fluency	Comprehension - Understanding and Correcting Inaccuracies	Comprehension - Comparing, Contrasting and Commenting	Comprehension - Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction
Nursery	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>•spot and suggest rhymes</li> <li>•count or clap syllables in words</li> <li>•recognise words with the same initial sound, such as</li> </ul>		Understand the five key concepts about print: Print has meaning  The names of different parts of a book  Print can have different purposes	Enjoy listening to longer stories and can remember much of what happens.  Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	Use a wider range of vocabulary.  Engage in extended conversations about stories, learning new vocabulary.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Take part in simple pretend play, using an	Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.



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	<p>money and mother</p>		<p>Page sequencing</p> <p>We read English text from left to right and from top to bottom</p>	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p>				<p>object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a</p>	
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								song around one they know.	
<b>Reception</b>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p><b>Early Learning Goals</b></p> <p>To read some common irregular words.</p>	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Early Learning Goals</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><b>Early Learning Goals</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p>	<p><b>Early Learning Goals</b></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>

	<p>s and, where necessary, a few exception words.</p> <p><b>Early Learning Goals</b></p> <p>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.</p>		<p><b>Early Learning Goals</b></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		<p>and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories</p>	<p>Early Learning Goals</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>		<p>Early Learning Goals</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p>	
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					and narratives using their own words and recently introduced vocabulary	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	
<b>Year 1</b>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>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.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To recite simple poems by heart.</p>	

	<p>all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing,-ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>				<p>in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>				
<b>Year 2</b>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To recognise that non-fiction books are often structured in different ways.</p>

	<p>sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables. To read most words containing common suffixes.*</p>		<p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>inaccurate reading.</p>	<p>understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>				
<b>Year 3</b>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the</p>		<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing</p>	<p>To check that the text makes sense to them, discussing them understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and</p>	<p>To retrieve and record information from non-fiction texts.</p>

	<p>root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. *</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>		<p>development of vocabulary. This will depend on the needs of the child and will be teacher led.</p>		<p>texts (plot, character, setting).</p>	<p>phrases for effect.</p>	<p>To justify predictions using evidence from the text.</p>	<p>volume when reading aloud.</p>	
<b>Year 4</b>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency</p>		<p>To discuss and compare texts from a wide variety of genres and writers.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>

	<p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>these occur in the word.</p>	<p>specifically. Any focus on word reading should support the development of vocabulary. This will depend on the needs of the child and will be teacher led.</p>		<p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p>		<p>views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To use dictionaries to check the meaning of words that they have read.</p>
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					To identify main ideas drawn from more than one paragraph and summarise these.				
<b>Year 5</b>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial,</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. This will depend on the needs of the child and will be teacher led.</p>		<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies ) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>

	-ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*				<p>their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>				
<b>Year 6</b>	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing		At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the		To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor,	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To discuss how characters	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval (e.g. in reading history,

	<p>speed and skill, recognising their meaning through contextual cues.</p>		<p>development of vocabulary. This will depend on the needs of the child and will be teacher led.</p>		<p>from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their</p>	<p>simile, analogy, imagery, style and effect.</p>	<p>change and develop through texts by drawing inferences based on indirect clues.</p>		<p>geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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					<p>explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p>				
<p><b>SEND Support</b></p>	<ul style="list-style-type: none"> <li>• Differentiated tasks. See: Teaching Toolkits, Twinkl, Oak Academy, Literacy Shed</li> <li>• Small group/1:1 session.</li> <li>• Considered use of equipment: laptop/desktop/iPad.</li> <li>• Peer support.</li> <li>• Subject lead support.</li> <li>• Consider enlarging font on screen/adjusting colours of paper and font</li> <li>• Use of apps/features within a programme such as dictate and immersive reader.</li> <li>• Additional support resources for Parents/Carers such as: Oak National Academy</li> <li>• Privacy boards</li> <li>• Slanted desks</li> <li>• Wobble cushions</li> <li>• Pencil grips</li> <li>• Small group settings</li> <li>• Intervention groups such as Fresh Start, New Reading, New Thinking, IDL,</li> <li>• Oxford Reading Buddy</li> </ul>								

## Reading Curriculum Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Reading taught through phonics and RWInc.</u>					
Reception						
1						
2	Fiction: Traditional Stories	Mixed Genre: 'Helping Bob!'	Poetry: Patterns and Theme  Fox's Garden by Princess Cam Cam	Fiction: Play Script and Performance: An Introduction to Shakespeare.	Fiction: Author Study	Mixed Genre: Journey Stories
3	Fiction: Fractured Stories  Fiction: Stig of the Dump	Multi Genre: Bear Magazine  A Bear called Paddington	Multi Genre: Writing for Real-Fur and Feathers	Poetry: different forms of poetry	Mixed Genre: Author Study Michael Morpurgo	Multi Genre: The Pied Piper of Hamelin
4	Traditional tales: Fables stories  Legend: Greek Myths and Legends	Poetry: Creatures Great and Small  Traditional tales: On Angels Wings	Fiction: Eye of the Wolf	Advertising: Fun Fit Factory	Historical fiction/ Picture book: Escape from Pompeii	Historical fiction: Raven Boy  Historical fiction: Street Child
5	Traditional tales from other cultures: Blackberry Blue and Other Tales – Jamila Gavin	Non-fiction: Finding the Boy King	Classic literature: The Lion, the Witch and the Wardrobe	Story Writing: The Lighthouse/ The Piano	Legend: Beowulf	Poetry: Poems with attitude
6	Poetry: Stories for The Telling- The Highway Man	Multi genre: Children of Conflict	Multi-Genre: Captain Scott	Multi Genre: Journey to the River Sea by Eva Ibbotson	Literary heritage: An Encounter With Shakespeare	Modern Fiction: Skellig by David Almond

		Archie's War; My War Diary by Marcia Williams etc.				
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### Core Texts

Term	Autumn	Spring	Summer
<b>Nursery</b>	Percy the Park Keeper	Where's My Teddy?  Goldilocks and the Three Bears  Teddy Bears Picnic  We are going on a bear hunt	The Very Hungry Caterpillar  The Very Busy Spider
<b>Reception</b>	The Little Red Hen  Handa's Surprise  Elmer and Wilbur- David McKee  Winnie the Witch- Valerie Thomas  Walking in the Jungle- Julia Lacombe  The Gingerbread Man  The Great Pet Sale- Mick Inkpen  I love Animals	The Little House by the Sea  The Three Little Pigs  Jasper and the Beanstalk  Jack & The Beanstalk	The Bad Tempered Ladybird  The Very Hungry Caterpillar  Billy Goats Gruff  The Enormous Turnip  The Balloon for Grandad  The Train Ride  The World came to my place today  Come Ride with Me  Mr Gumpy's motorcar  The shopping basket
<b>Year 1</b>	Katie Morag and the two Grandmas- Marihi Hedderwick  Traditional tales	Classic poetry	Room on the Broom- Julia Donaldson  Zog- Julia Donaldson

<b>Year 2</b>	<p>Traditional tales Brigid's cloak</p> <p>Man on the Moon – S. Bartram</p>	<p>Shakespeare- A Midsummer Night's Dream</p> <p>Shakespeare- The Tempest</p>	<p>Author study- Voices in the park- Anthony Browne</p> <p>Meerkat Mail- Emily Gravett</p> <p>Mufaro's beautiful daughters- John Stepton</p>
<b>Year 3</b>	<p>Fractured fairy tales- various authors and editions</p> <p>Stig of the Dump- Clive King</p>	<p>Paddington- Michael Bond</p> <p>Winnie the Pooh (bear stories)- A.A Milne</p>	<p>Author study- Michael Morpurgo</p> <p>The butterfly lion- Michael Morpurgo</p>
<b>Year 4</b>	<p>Aesop's Fables- various editions</p> <p>Myths and Legends- various editions</p> <p>Who let the Gods out? - Maz Evans</p> <p>On Angel's Wings- Michael Murpurgo</p> <p>The Christmas Story- The Bible</p>	<p>The Eye of the Wolf- Daniel Pennac</p> <p>Escape to Pompeii- Christina Bailit</p> <p>Fox- Margaret Wild</p> <p>Animal poems- various authors and collections</p> <p>Easter Play- The Bible</p>	<p>Raven Boy- Pippa Goodheart</p> <p>Street Child- Berlie Doherty</p>
<b>Year 5</b>	<p>Blackberry Blue, Jamina Gavin</p> <p>Painting out the Stars, Elspeth Graham</p> <p>St Francis' Canticle of Creation</p> <p>The Christmas story, The Holy Bible</p> <p>Miracles of Jesus, The Holy Bible</p> <p>The Diary of Howard Carter</p> <p>Non-fiction texts linked to Ancient Egypt</p> <p>Reading for Pleasure: The Boy at the Back of the Class, Onjali Q. Rauf</p>	<p>The Lion, The Witch and The Wardrobe, C.S. Lewis</p> <p>Non –fiction texts linked to Mountains</p> <p>Non-fiction texts linked to Life Cycles</p> <p>Film: The Lighthouse</p> <p>Parables of Jesus, The Holy Bible</p> <p>The Easter Story, The Holy Bible</p> <p>Reading for Pleasure: Chosen by the children</p>	<p>Beowulf, Michael Morpurgo</p> <p>Poetry - The Magic Box by Kit Wright (includes Magic Box and Song of the Whale)</p> <p>Poetry - Wild and Wonderful by Tony Bradman (includes Coral Reef poem)</p> <p>Texts linked to the sacrament of Marriage and Holy Orders</p> <p>Reading for Pleasure: Chosen by the children</p>
<b>Year 6</b>	<p>Class Text – The Lost Magician</p> <p>Goodnight Mr Tom – Michelle Magorigan</p> <p>Archie's War Diary – Marcia Williams</p> <p>Once Series – Morris Gleitzen</p>	<p>Class text – Lost Carnival</p> <p>Flossie's War Diary – Marcia Williams</p> <p>The Boy in the Stripped Pyjamas – John Boyne – link to holocaust Memorial Day and PSD</p>	<p>Class Text – The Last Bear: Hannah Gold</p> <p>Kensuke's Kingdom – Michael Morpurgo</p> <p>Other Side of the Truth – Beverley Naidoo</p>



# St George and St Teresa Catholic Primary School

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		Rose Blanche – picture book Roberto Innocenti  Journey to the River Sea – Eva Ibbotson	Skellig – David Almond  Loki: A Bad God's Guide to Being Good by Louie Stowell
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