



# Christ The King Federation

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St Francis and St Joseph's Catholic Primary Schools

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## Reading progression map

### Curriculum Endpoints in Reading

Christ the King federation follows the National Curriculum where reading is treated as two interlinked elements: word reading and comprehension. The National Curriculum provides the required breadth through which children will be taught to read fluently, understand a variety of texts and to read for pleasure. The following table maps the National Curriculum requirements at the end of KS1, Lower Key Stage 2 and Upper Key Stage 2.

### National Curriculum Progression WORD READING

End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"><li>Continue to apply phonic knowledge and skills as the route to decoding words until automatic decoding has become embedded and reading is fluent</li><li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>read accurately words of two or more syllables that contain the same graphemes as above</li></ul>	<p><b><i>Develop positive attitudes to reading and understanding of what they read by:</i></b></p> <ul style="list-style-type: none"><li>listening to and discussing a wide range of fiction, poetry, plays, nonfiction and textbooks</li><li>reading books that are structured in different ways and reading for a range of purposes</li><li>using dictionaries to check the meaning of words that they have read</li></ul>	<p><b><i>Maintain positive attitudes to reading and understanding of what they read by:</i></b></p> <ul style="list-style-type: none"><li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</li><li>reading books that are structured in different ways and reading for a range of purposes</li><li>increasing their familiarity with a wide range of books, including myths,</li></ul>

<ul style="list-style-type: none"> <li>• read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform,</li> <li>• improving intonation, tone and volume</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry. [for example, free verse, narrative poetry]</li> </ul>	<p>legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>
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## National Curriculum Progression – COMPREHENSION

<u>End of KS1</u>	<u>End of LKS2</u>	<u>End of UKS2</u>
<p><b><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></b></p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these</li> </ul>	<p><b><i>Understand what they read, in books they can read independently, by:</i></b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predict what might happen from details stated and implied</li> <li>• identify main ideas drawn from more than one paragraph and summarising these</li> <li>• identify how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction.</li> </ul>	<p><b><i>Understand what they read by:</i></b></p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguishing between statements of fact and opinion</li> </ul>

<p>and reciting some, with appropriate intonation to make the meaning clear.</p> <p><b><i>Understand books that they can already read accurately and fluently and those that they listen to by:</i></b></p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far.</li> </ul>		<ul style="list-style-type: none"> <li>• retrieving, recording and presenting information from non-fiction</li> <li>• participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• providing reasoned justifications for their views.</li> </ul>
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Reading Genres Curriculum map

<b>Year group</b>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>AUTUMN</b>	Animal Stories Fairy tales Traditional tales Rhymes and Poems	Fairy tales Traditional tales Modern fiction Nonsense poetry	Fiction-story structure Poetry-descriptive and rhyming News reports	Website adverts Descriptive poetry Animal poetry Newspaper reports	Mystery stories Adventure diaries News reports Descriptive poetry	Classic fiction Traditional tales Persuasive texts Email writing
<b>SPRING</b>	Instructions Recount Reports Adventure stories	Descriptive poetry Word play poetry Instruction texts Explanation texts	Folktales Fables Mythical stories Informal letters	Diary writing Fables Traditional tales Classic fiction	Classic poetry Formal letters Fantasy stories Playscripts	Poetry-Free verse Classic poetry Narrative poetry News reports
<b>SUMMER</b>	Magical characters Imaginary worlds Letters Information texts	Non-chronological reports Diary recounts Fantasy fiction Letters Information texts	Information texts Instructions Adverts and leaflets Poetry-rhyming couplets	Adventure stories Playscripts Autobiography Poetry-metaphors & similes Factfiles	Instructions Explanation texts Myths and Legends Biography	Explanation & Information texts Contrasting poetry Ghost stories Classic fiction Shakespeare Biography