



CURRICULUM: READING



St Joseph's
Catholic Primary School

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Vocabulary



Discuss understanding and context



Use a dictionary



Discuss and evaluate author intent

Welcome to secondary school!

Year 5/6



Discuss understanding and context



Ask questions



Identify how language contributes to meaning



Use a dictionary

Year 3/4



Recognise recurring literary language



Discuss and clarify meaning



Draw on vocabulary knowledge

Year 1/2

EYF5

Your reading journey starts here!



CURRICULUM NARRATIVE

Inference



Draw inferences from the characters' thoughts and feelings



Provide reasoned justifications for their views

Welcome to secondary school!

Year 5/6



Draw inferences from the characters' thoughts and feelings



Justify inferences with evidence

Year 3/4



Make inferences from the text

Year 1/2

EYFS

Your reading journey starts here!

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Prediction



Make a prediction from details stated and implied

Welcome to secondary school!

Year 5/6



Make a prediction from details stated and implied

Year 3/4



Predict what might happen based on what has been read so far

Year 1/2

EYFS

Your reading journey starts here!

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Explain



Discuss understanding through presentations and debates



Provide reasoned justifications for their views

Welcome to secondary school!

Year 5/6



Discuss understanding of what they have read



Participate in discussions, take turns, identify themes



Make comparisons

Year 3/4



Explain what has happened so far in what they have read



Make links between the text and other books they have read

Year 1/2

Your reading journey starts here!

EYFSP

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Retrieval



Retrieve, record and present information

Welcome to secondary school!

Year 5/6



Retrieve and record information



Identify key details from the fiction and non-fiction books

Year 3/4



Identify key aspects of fiction and non-fiction, such as characters, events, titles and information

Year 1/2

EYFS

Your reading journey starts here!

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Sequence/Summarise



Summarise the main ideas drawn from one paragraph



Begin to identify key details that support the main ideas

Welcome to secondary school!

Year 5/6



Summarise the main ideas drawn from one paragraph



Begin to identify key details that support the main ideas

Year 3/4



Identify and explain the sequence of events in texts

Year 1/2

Your reading journey starts here!

EYF5

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Intent

At St. Joseph's Catholic Primary School, we believe that reading is fundamental to every child's success. It underpins learning across the curriculum and plays a vital role in developing pupils' self belief, resilience and confidence.

We are committed to ensuring that all children become skilled, fluent readers who enjoy reading and understand its power to shape their learning, faith and future lives.

At St. Joseph's, our intent is to ensure that all pupils:

- Learn to read quickly, securely and confidently
- Develop strong comprehension and language skills
- Build self belief as they experience success in reading
- Show resilience when tackling new vocabulary and challenging texts
- Become confident, independent readers who read for pleasure and purpose
- Are fully prepared for the next stage of their education

We are ambitious for all pupils and ensure early, effective support so that no child is left behind.

Implementation

Developing Reading Fluency and Comprehension

- Alongside daily phonics teaching, pupils further develop fluency and understanding through:
- Explicit teaching of comprehension skills, including inference, retrieval, prediction and summarising
- Regular opportunities for discussion and book talk

Teachers model fluent, expressive reading and promote confident responses to texts, helping pupils to articulate ideas and deepen understanding.

High quality texts are carefully selected to reflect:

- A wide range of genres and authors
- Diverse voices and experiences
- Increasing challenge as pupils progress through the school

Accelerated Reader

Once pupils are secure in phonics and reading with fluency, they move on to the Accelerated Reader programme.

Through Accelerated Reader:

- Pupils complete a reading assessment to identify their reading level
- Books are matched to pupils' ability to ensure challenge and success
- Pupils read independently and regularly
- Quizzes assess comprehension and inform next steps

This programme supports pupils to:

- Take ownership of their reading
- Build confidence in selecting texts independently
- Develop resilience by engaging with longer and more challenging books
- Read widely and frequently

Teachers closely monitor progress and provide timely support or challenge as required.



CURRICULUM NARRATIVE

Reading for Pleasure

At St. Joseph's, nurturing a love of reading is central to our ethos.

We promote reading for pleasure by:

- Providing welcoming and well resourced reading environments
- Celebrating reading through assemblies, rewards and special events
- Encouraging book recommendations and discussion
- Strengthening links between school and home reading

Reading is recognised as joyful, enriching and empowering.

Impact

As a result of our reading curriculum at St. Joseph's:

- Pupils become fluent, confident and enthusiastic readers
- Children demonstrate strong comprehension and vocabulary skills
- Pupils develop positive attitudes towards reading
- Children show increased self belief, recognising themselves as successful readers
- Pupils demonstrate resilience when encountering unfamiliar or challenging texts
- Strong reading outcomes support achievement across the wider curriculum

Impact is measured through:

- Regular reading assessments
- Accelerated Reader data
- Teacher assessment and pupil voice
- National outcomes where appropriate

Above all, pupils leave St. Joseph's as confident readers, equipped with the skills, resilience and belief they need to thrive.



CURRICULUM NARRATIVE

Children's Authors Celebration Calendar

MONTH	AUTHOR	WORLD/UK NORTHEAST	CAREERS	TRUST VIRTUE/ CST
January	A.A. Milne (Winnie The Pooh Day-18th)		Copy Editor 	Responsibility
February	Liz Million		Illustrator 	Resilience
March	Dr. Seuss (Dr. Seuss Day- 2 nd)		Translator 	Confidence
	World Book Day World Poetry Day			
April	Adam Bushnell		Publicist 	Respect
May	J. K. Rowling (Harry Potter Day-2nd)		Proofreader 	Confidence
June	Allan Ahlberg		Marketing Manager 	Responsibility
July	Beatrix Potter		Indexer 	Self- Belief
September	Roald Dahl (Roald Dahl Day-13th)		Audio Book Producer 	Participation
October	Julia Donaldson		Rights Manager 	Responsibility
November	C. S. Lewis		Sales Representative 	Participation
December	Gabrielle Shewhorak		Author 	Self- Belief



CURRICULUM END POINTS

WORD READING: PHONICS AND DECODING

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities • Show an awareness of rhyme and alliteration. • Recognise rhythm in spoken words. • Continue a rhyming string. • Hear and say the initial sound in words. • Segment the sounds in simple words and blending them together, knowing which letter represents some of them. • Link sounds to letters, naming and sounding the letters of the alphabet. • Use phonic knowledge to decode regular words and read them aloud accurately. 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Blend sounds in unfamiliar words using the GPCs that they have been taught. • Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • Read words containing taught GPCs. • Read words containing -s, -ss, ing,ed, and est endings. • Read words with contraction s, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Accurately read most words of two or more syllables. • Read most words containing common suffixes 	<ul style="list-style-type: none"> • Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Apply their growing knowledge of root words and suffixes/ word endings including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian to begin reading aloud. 	<ul style="list-style-type: none"> • Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • Apply their knowledge of root words, prefixes and suffixes/ word endings to read aloud fluently. 	<ul style="list-style-type: none"> • Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Apply their growing knowledge of root words, prefixes and suffixes/ word endings including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly to read aloud fluently. 	<ul style="list-style-type: none"> • Read fluently with full knowledge of all Year 5/6 exception words, root words, prefixes, suffixes/ word endings. • Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.



CURRICULUM END POINTS

WORD READING: COMMON EXCEPTION WORDS

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Read some common irregular words 	<ul style="list-style-type: none"> Read Year 1 common exception words, noticing unusual correspondences between spelling and sound and where these occur in words 	<ul style="list-style-type: none"> Read most Year 1 and Year 2 common exception words, noticing unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> Read most Year 3/ 4 exception words. 	<ul style="list-style-type: none"> Read all Year 3/ 4 exception words, discussing the unusual correspondences between spelling and these occur in the word 	<ul style="list-style-type: none"> Read most Year 5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> Read most Year 5/6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word.

WORD READING: FLUENCY

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Show interest in illustrations and print in books and print in the environment. Recognise familiar words and signs such as own name and advertising logos. Look and handle books (holds books the correct way up and turns the pages). Ascribe meanings to marks that they see in different places. Begin to break the flow of speech into words. Begin to read words and simple sentences. Read and understand simple sentences. 	<ul style="list-style-type: none"> Know that print carries meaning and, in English, is read from left to right and top to bottom. Understand humour e.g. nonsense rhymes, jokes 	<ul style="list-style-type: none"> Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up fluency and confidence in word reading. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading specifically. Any focus on word reading should support the development of vocabulary. Accuracy as well as speed influences fluency; it is not just about the speed at which a child reads. 89-149- WPM 	<ul style="list-style-type: none"> 107- 162 WPM 	<ul style="list-style-type: none"> 123- 180 WPM 	<ul style="list-style-type: none"> 139-194 WPM



CURRICULUM END POINTS

COMPREHENSION: UNDERSTANDING AND CORRECTING INACCURACIES

EYFS	Y1	Y2
<ul style="list-style-type: none"> Know that print carries meaning and, in English, is read from left to right and top to bottom. Understand humour e.g. nonsense rhymes, jokes. 	<ul style="list-style-type: none"> Check that a text makes sense to them as they read and self-correct 	<ul style="list-style-type: none"> Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to work out words. Reread texts to build up fluency and confidence in word reading

COMPREHENSION: COMPARING, CONTRASTING AND COMMENTING

Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use appropriate terminology when discussing texts (plot, character, setting) 	<ul style="list-style-type: none"> Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes. Identify themes and conventions in a wide range of books. 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). Identify how language, structure and presentation contribute to meaning. Identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> 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. Participate 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. Identify main ideas drawn from more than one paragraph and to summarise these. Recommend texts based on personal choice 	<ul style="list-style-type: none"> Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction and books from other cultures and traditions. Recognise more complex themes in what they read (such as loss or heroism). Explain and discuss their understanding of what they have read, including through formal presentations and debates. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and make improvements. Draw out key information and summarise the main ideas in a text. Distinguish independently between statements of facts and opinion, providing reasoned justifications for their views. Compare characters, settings and themes within a text and across more than one text



CURRICULUM END POINTS

INFERENCE AND PREDICTION

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Suggest how a story might end. Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> Begin to make simple inferences. Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far in a text. 	<ul style="list-style-type: none"> Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Justify predictions using evidence from the text. 	<ul style="list-style-type: none"> Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. Justify predictions from details stated and implies 	<ul style="list-style-type: none"> Draw inferences from characters' feelings, thoughts and motives. Make a prediction based on details stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters) Discuss how characters change and develop through texts by drawing inferences based on indirect cues.



CURRICULUM END POINTS

POETRY AND PERFORMANCE

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains in rhymes and stories Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression. Play cooperatively as part of a group to develop and act out a narrative. Express themselves, showing awareness of listeners' needs. 	<ul style="list-style-type: none"> Recite simple poems by heart 	<ul style="list-style-type: none"> Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud 	<ul style="list-style-type: none"> Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry) Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume, and action) to show awareness of the audience when reading aloud. 	<ul style="list-style-type: none"> Show an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> Perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.



CURRICULUM END POINTS

NON- FICTION

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Suggest how a story might end. • Begin to understand 'why' and 'how' questions. • Answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> • Recognise a non-fiction book. 	<ul style="list-style-type: none"> • Recognise that non-fiction books are often structured in different ways 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> • Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. • Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. • Retrieve, record and present information from non-fiction texts. • Use non-fiction materials for purposeful information retrieval (e.g. in reading history, 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) 	<ul style="list-style-type: none"> • Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. • Retrieve, record and present information from non-fiction texts. • Use non-fiction materials for purposeful information retrieval (e.g. in reading history, 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)



CURRICULUM END POINTS

READING FOR PLEASURE

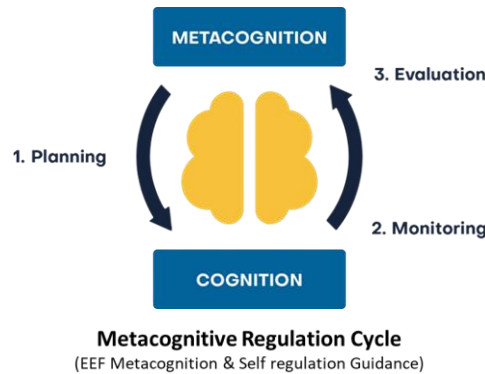
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Listens to others one-to-one or in small groups, when conversation interests them. • Enjoys rhyming and rhythmic activities. • Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. • Listens to and joins in with poems, one-to-one and also in small groups. 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Be encouraged to link what they read or hear read to their own experiences. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognise and join in with predictable phrases. • Learn to appreciate rhymes and poems and to recite some by heart. 	<ul style="list-style-type: none"> • Listen to, discuss and express 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. • Become increasingly familiar with and retell a wider range of stories and fairy stories. 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Read books that are structured in different ways and reading for a range of purposes. • Use dictionaries to check the meaning of words that they have read. • Increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. • Identify themes and conventions in a wide range of books. • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Recognise some different forms of poetry. 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. • Reading books that are structured in different ways and read for a range of purposes. • Use dictionaries to check the meaning of words that they have read. • Increase familiarity with a wide range of books including fairy stories, myths and legends and retell some of these orally. • Identify themes and conventions in a wide range of books. • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Recognise some different forms of poetry 	<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Increase their familiarity with a wide range of books including myths and legends, traditional stories, modern fiction, fiction from out literary heritage and books from other cultures and traditions. • Recommend books that they have read to their peers, giving reasons for their choices. • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare 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 	<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Increase their familiarity with a wide range of books including myths and legends, traditional stories, modern fiction, fiction from out literary heritage and books from other cultures and traditions. • Recommend books that they have read to their peers, giving reasons for their choices. • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare 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.



ASSESSMENT

Assessment comprises two **linked** processes:

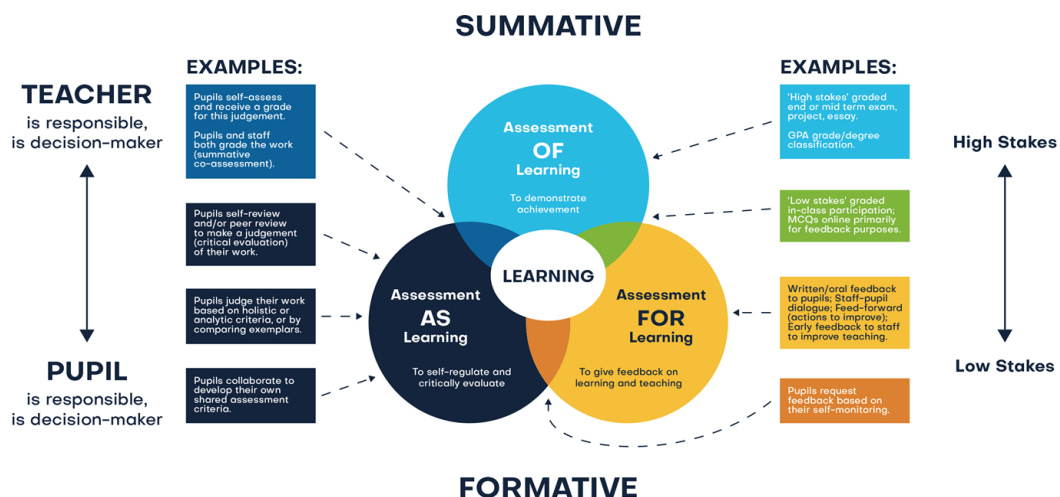
Formative Assessment: provides Assessment **for** Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment **as** Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment **of** Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.





BHCET TAF

The BHCET TAF format forms an assessment framework for writing within, across and at the end of the year. This format of assessment provides consistency across current assessment of Reading within the Trust and links to the structure of assessment judgements, assessing writing at WTS, WTS+, EXS and GDS. This links to the reporting language that is used to assess writing across the year. It provides clear distinction between the assessment of writing at each standard and particularly between WTS and WTS+. The overview of objectives are fundamentally linked to NC expectations, creating year group specificity for the programmes of study.

The TAF is provided in two forms.

1 – A progressive overview from Year 1 to Year 6.

As a refined, logical set of year group specific objectives this provides clarity of progression across year groups. These clear descriptors lead to an understanding of expectations between year groups. Such expectations allow staff to focus on the key elements that form the revision of previous learning and the year group specific new learning.

2 - Year group specific.

Focusing on year group specificity, this provides clear focus on the end of year expectations for reading. It provides a simple but thorough set of objectives to assess a collection of reading.