

# Corpus Christi Catholic Primary School

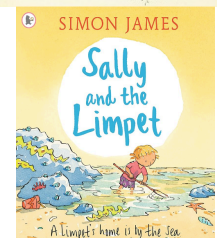
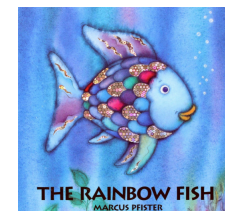
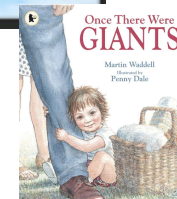
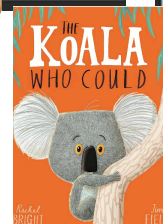
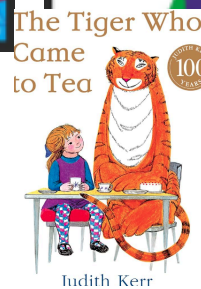
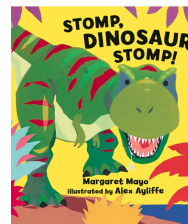
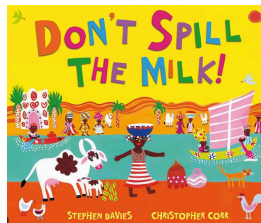
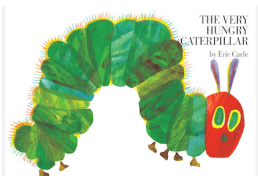
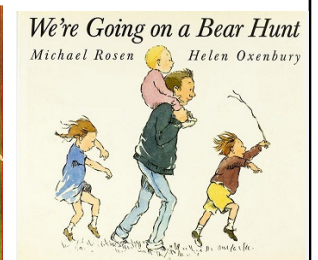
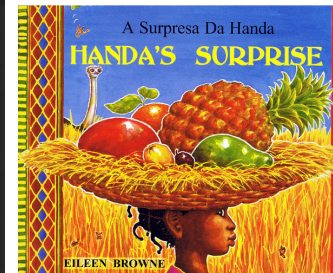


## Reading Progression Pathway

### EYFS

Reading is developed and tracked through book bands and children are assigned a book by their teacher each week. The book they will be given to read will mirror the phonic unit they are currently working in school. The expectation is that this book is repeatedly read throughout the week to enhance fluency, expression and accuracy. The children will experience daily reading with their class teacher and will be asked to read daily at home with an adult and fill in their reading diary.

Here are some of the class books that are studied. For a full list please ask the class teacher or visit the website. If you would like to know what book your child is currently studying, please see the curriculum newsletter for the correct half term.



<i>Detail of statutory content to be introduced following the Early Years Framework and Early Learning Goals</i>			
ELG Focus	Curriculum Content	Skills	Vocabulary
Listening	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Listen carefully and respond appropriately during discussions</li> <li>• Make comments and suggestions about what they heard and ask questions</li> <li>• Hold conversation and engage back and forth</li> <li>• Be within a language-rich environment</li> </ul>	<ul style="list-style-type: none"> <li>• Learning new vocabulary</li> <li>• Asking questions</li> <li>• Listening to others</li> <li>• Sharing ideas</li> </ul>	Poem Story Song Non-Fiction
Speaking	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Participate in group / 1:1 discussions by offering new ideas and using new vocabulary</li> <li>• Offer explanations for why things might happen</li> <li>• Make use of new vocabulary from a wide range of stories, non-fiction, rhymes and poems</li> <li>• Express ideas using full sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining their ideas</li> <li>• Using new vocabulary</li> <li>• Express themselves using language they have learnt</li> <li>• Learn and recite stories, rhymes, songs</li> <li>• Develop positive interactions</li> </ul>	Feelings Characters
Comprehension	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Demonstrate understanding of what they have read and what has been read to them by retelling using own words</li> <li>• Anticipate key events in range of literature</li> <li>• Use new vocabulary during discussions about stories, non-fiction, poems, rhymes and during role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what they are listening to from a range of texts</li> <li>• Creative thinking for their own stories/work</li> <li>• Think about the wider world around them based on the texts/songs they have listened to</li> </ul>	Story Character Author Cover Poem Rhyme Role-play feeling
Word-Reading	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Say a sound for each letter of the alphabet and at least 10 digraphs</li> <li>• Read words consistent with phonic knowledge and sound-blending</li> <li>• Read aloud simple sentences and books consistent with phonic knowledge - including common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting</li> <li>• Blending</li> <li>• Recognising simple words</li> <li>• Sight-reading</li> </ul>	Sound Word Read

# Year 1

Reading is developed and tracked through phonics levels and children are assigned a book by their teacher which matches the phonic unit/level they are currently working in. The expectation is that this book is repeatedly read throughout the week to enhance fluency, expression and accuracy. The children will experience daily reading with their class teacher and it is homework for children to read every day at home.

*Detail of statutory content to be introduced following National Curriculum*

Focus	Curriculum Content	Vocabulary
Word reading and Phonics	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>To read common exception words (everyday words) noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read words containing -s, -es, -ing, -ed, -er and -est endings (suffixes).</p> <p>To read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</p>	<p>Everyday words.</p> <p>Contractions.</p> <p>Suffix.</p> <p>Phonics.</p>
Fluency and Comprehension	<p>To read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>To re-read phonics decodable books to build up their fluency and confidence in word reading - 'repeated readers'.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of genres.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p>	<p>Genre</p> <p>Fiction</p> <p>Non - fiction</p> <p>Poetry</p> <p>Instructions</p> <p>Model Text</p>

	<p>To become very familiar with key stories, retelling them and considering their particular characteristics.</p> <p>To recognise and join in with predictable phrases.</p> <p>To discuss word meanings and begin to link new meanings to those already known.</p> <p>Orally rehearse the Model Text in English with repeated practice.</p>	
Inference and Prediction	<p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To discuss the significance of the title and events.</p> <p>To make simple inferences on the basis of what is being said and done.</p> <p>To make simple predictions on what might happen on the basis of what has been read so far.</p>	Title Prediction
Poetry and Performance <i>Oracy</i>	<p>Identify familiar sounds in words, including those that rhyme.</p> <p>Learn to appreciate rhymes and poems and recite some by heart.</p> <p>Oral rehearsal of Model text to develop inflection and expression when reading.</p> <p>To participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>To explain clearly their understanding of what is read to them.</p>	Rhyme Poetry
Non-fiction	<p>To listen and respond to non-fiction texts.</p> <p>To begin to understand the meaning of non-fiction in comparison to fiction.</p>	Non- fiction

# Year 2

In year two, reading is continued to be developed and tracked through phonics levels/units and children have the independence to change these daily. Some children who have phonic gaps will be assigned a book by their teacher which matches the phonic unit they are currently working in. Children will begin to choose books independently, if the teacher thinks that they are ready, this is called 'free reading'. The expectation is that this book is repeatedly read throughout the week to enhance fluency, expression and accuracy. Children should still be read to at home daily and be listened to reading.

*Detail of statutory content to be introduced following National Curriculum*

Focus	Curriculum Content	Vocabulary
Word reading and Phonics	<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 sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To read accurately words of two or more syllables that contain the same graphemes.</p> <p>To read words containing common suffixes.</p> <p>To read further common exception words (everyday words), noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>	<p>Suffix</p> <p>Everyday words</p>
Fluency and Comprehension	<p>To read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>To re-read phonics decodable books to build up their fluency and confidence in word reading - 'repeated readers'.</p> <p>To begin to move to 'free reading' - choosing their own book (with Teacher supervision where needed).</p>	<p>Adjective</p> <p>Verb</p> <p>Noun</p> <p>Phrase</p> <p>Capital letter</p> <p>Full stop</p> <p>Title</p> <p>Paragraph</p>

	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of genres.</p> <p>To read aloud some books closely matched with phonics knowledge.</p> <p>To become increasingly familiar with and retell a wider range of stories.</p> <p>To discussing their favourite words and phrases</p> <p>To check that the text makes sense to them as they read, and to correct inaccurate reading</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>To discuss the sequence of events in books or other texts they have read and know how information is linked.</p>	Sequence
Inference and Prediction	<p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To answer and ask questions.</p> <p>To predict what might happen on the basis of what has been read so far within a text.</p>	Predict Infer Question Statement Exclamation
Poetry and Performance <i>Oracy</i>	<p>Continuing 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 simple recurring literary language in stories and poetry.</p> <p>Listen and respond to others in 'debate' style format and begin to understand skills needed for this.</p> <p>To perform in front of class by reciting poetry or other Model Text.</p>	Debate Discussion Oracy Performance Rehearse
Non-fiction	<p>To listen and respond to non-fiction texts.</p> <p>To to understand the meaning of non-fiction in comparison to fiction.</p>	Non- fiction Paragraphs Heading

	Being introduced to non-fiction books that are structured in different ways	Subheading Facts
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# Year 3

All children have access to age appropriate books from the reading corners to read in school and at home. All children will participate in whole-class daily reading, benefiting from teacher led discussions and have multiple opportunities to read aloud. Children should be reading every day at home and this should be logged in their reading diary. **Some** children may still benefit from continuing to read within the structure of phonics levels, their books will be chosen and monitored by the class teacher.

*Detail of statutory content to be introduced following National Curriculum*

Focus	Curriculum Content	Vocabulary
Word reading and Phonics	<p>To use phonics knowledge to quickly and accurately decode words (some support may still be needed for longer or unfamiliar words/sounds).</p> <p>To begin to read Year 3-4 common exception words (everyday words), noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To develop understanding of the meaning of root words and how these can change with prefixes, including ir-, il-, im-, in-, dis-, mis-, un-, re-, sub-, super-, anti-, and begin to read these aloud.</p> <p>To develop understanding of the meaning of root words and how these can change with suffixes, including -ation, -ly, -ous, -ture, -sure, -sion, -ssion, and -cian and begin to read these aloud.</p> <p>To develop understanding of etymology and how this helps us to know meanings of words.</p>	<p>Syllables</p> <p>Everyday words (common exception words)</p> <p>Root words</p> <p>Prefix</p> <p>Suffix</p> <p>Etymology</p>
Fluency and Comprehension	<p>To identify themes in a wide range of books that are read to them.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Fiction</p> <p>Non-fiction</p> <p>Narrative</p> <p>Play script</p> <p>Information text</p> <p>Instructions</p> <p>Debate</p> <p>Myth</p> <p>Legend</p>



<b>Inference and Prediction</b>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>To predict what might happen from details stated and implied.</p> <p>To participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Predict Feelings Motive Action</p>
<b>Poetry and Performance</b> <i>Oracy</i>	<p>To recognise and begin to name some different forms of poetry (for example, free verse, narrative poetry).</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Poetry Narrative Free-verse Rhyming</p>
<b>Non-fiction</b>	<p>To listen and respond to non-fiction texts.</p> <p>To understand the meaning of non-fiction in comparison to fiction.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p>To retrieve and record information from non-fiction texts and resources.</p> <p>To begin to think critically about what information they are reading online.</p>	<p>Non- fiction Paragraphs Heading Subheading Facts Glossary Index</p>

# Year 4

All children have access to age appropriate books from the reading corners to read in school and at home. All children will participate in whole-class daily reading, benefiting from teacher led discussions and have multiple opportunities to read aloud. Children should be reading every day at home and this should be logged in their reading diary. **Some** children may still benefit from continuing to read within the structure of phonics levels, their books will be chosen and monitored by the class teacher

*Detail of statutory content to be introduced following National Curriculum.  
Consolidation of Year 3 content.*

Focus	Curriculum Content	Vocabulary
Word reading and Phonics	<p>To use phonics knowledge to quickly and accurately decode words (some support may still be needed for longer or unfamiliar words/sounds).</p> <p>To begin to read Year 3-4 common exception words (everyday words), noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To apply knowledge of prefixes and suffixes accurately to read aloud.</p> <p>To develop understanding of etymology and how this helps us to know meanings of words and make connections with similar words and word families.</p>	<p>Syllables.</p> <p>Everyday words (common exception words).</p> <p>Prefix</p> <p>Suffix</p> <p>Root word</p> <p>Word families</p> <p>Etymology</p>
Fluency and Comprehension	<p>To independently use dictionaries to check the meaning of words that they have read.</p> <p>To use a thesaurus.</p> <p>To continually increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>To independently identify themes and conventions in a wide range of books.</p>	<p>Theme</p> <p>Dictionary</p> <p>Thesaurus</p> <p>Retelling</p> <p>Myth</p> <p>Legend</p>
Inference and Prediction	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Explaining</p> <p>Justify</p> <p>Discuss</p>

	<p>To ask questions to improve their understanding of a text and use this to develop writing. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and <b>justifying</b> inferences with evidence</p> <p>To accurately predict what might happen from details stated and implied.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these orally or written down with evidence.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p>	<p>Debate Feelings Thoughts Motives Actions Evidence Predict Summarise Language Structure Presentation</p>
<p>Poetry and Performance <i>Oracy</i></p>	<p>To recognise some different forms of poetry (for example, free verse, narrative poetry, prose, Haiku and other syllable-based poems).</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>To participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say, then further responding where necessary to develop debate/class discussion.</p>	<p>Free verse Narrative poetry Prose Haiku Volume Action Debate</p>
<p>Non-fiction</p>	<p>To listen and respond to non-fiction texts.</p> <p>To understand the meaning of non-fiction in comparison to fiction.</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>To retrieve and record information from non-fiction books and resources.</p> <p>To further develop critical thinking skills when reading information online.</p>	<p>Non- fiction Paragraphs Heading Subheading Facts Retrieve Critical thinking</p>

# Year 5

All children have access to age appropriate books from the reading corners to read in school and at home. All children will participate in whole-class daily reading, benefiting from teacher led discussions and have multiple opportunities to read aloud. Children should be reading every day at home and this should be logged in their reading diary. **Some** children may still benefit from continuing to read within the structure of phonics levels, their books will be chosen and monitored by the class teacher

*Detail of statutory content to be introduced following National Curriculum.*

Focus	Curriculum Content	Vocabulary
Word reading and Phonics	<p>To apply growing knowledge of root words with suffix and/or prefix to work independently, including: -sion, -tion, -cial, -tial, -ant/ance/ancy, -able/ably, -ible/ibly and to read these aloud fluently.</p> <p>To read most words fluently and attempt to decode any unfamiliar word with increasing speed and skill.</p> <p>To use syllables to spell and decode unfamiliar words.</p> <p>To develop understanding of etymology and morphology and how these can be used to understand new vocabulary.</p> <p>To read most of the Year 5-6 common exception words (everyday words) and be able to recognise and discuss the unusual correspondences within these words.</p>	<p>Prefix</p> <p>Suffix</p> <p>Etymology</p> <p>Morphology</p> <p>Syllables</p> <p>Word family</p> <p>Root word</p>
Fluency and Comprehension	<p>To read a wide range of texts and genres, identifying key characteristics and the differences between them.</p> <p>To increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>To identify the main ideas from paragraphs and summarise them.</p> <p>To discuss the language and vocabulary used by an author and how they create effect, including</p>	<p>Genre</p> <p>Text</p> <p>Paragraph</p> <p>Fiction</p> <p>Non - fiction</p> <p>Subheading</p> <p>Heading</p> <p>Diagram</p> <p>Narrative</p>

	<p>figurative language.</p> <p>To evaluate how the authors language has had an impact on the reader.</p>	<p>Metaphor</p> <p>Simile</p> <p>Style</p> <p>Effect</p> <p>Analogy</p> <p>Personification</p> <p>Presentation</p> <p>Debate</p> <p>Compare / contrast</p> <p>Blurb</p> <p>Contents</p> <p>Glossary / index</p> <p>Chapters</p>
<p>Inference and Prediction</p>	<p>To draw inferences based on a character's feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail using evidence from the text to support answer.</p> <p>To read between the lines and use evidence from the text to justify thinking.</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Character</p> <p>Evidence</p> <p>Vocabulary</p> <p>Effect</p> <p>Impact</p> <p>Justify / justification</p> <p>Context</p> <p>Text type</p> <p>Genre</p> <p>Description</p>
<p>Poetry and Performance</p> <p><i>Oracy</i></p>	<p>To recommend texts to their peers based on personal choice and explain reasoning.</p> <p>To participate in discussions about books that are both read to them and what they can read for themselves, building on their own and others' views and challenging each other supportively.</p> <p>To show awareness of the audience when reading out loud, using intonation, tone, volume and action.</p> <p>To learn a range of poetry by heart and read poems and playscripts aloud.</p> <p>To preparing poems and plays to read aloud.</p>	<p>Free verse</p> <p>Narrative poetry</p> <p>Prose</p> <p>Haiku</p> <p>Volume</p> <p>Action</p> <p>Debate</p> <p>Play script</p> <p>Character</p> <p>Action</p> <p>Voice</p> <p>Intonation</p>

Non- fiction	<p>To use their knowledge of text types and organisational devices to retrieve, record and discuss from non-fiction (and fiction) texts.</p> <p>To tell the difference between fact and opinion.</p>	<p>Non- fiction</p> <p>Paragraphs</p> <p>Heading</p> <p>Subheading</p> <p>Facts</p> <p>Retrieve</p> <p>Critical thinking</p> <p>Fact</p> <p>Opinion</p> <p>Record</p> <p>Discuss</p> <p>Summarise</p> <p>Conclude</p>
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# Year 6

All children have access to age appropriate books from the reading corners to read in school and at home. All children will participate in whole-class daily reading, benefiting from teacher led discussions and have multiple opportunities to read aloud. Children should be reading every day at home and this should be logged in their reading diary. **Some** children may still benefit from continuing to read within the structure of phonics levels, their books will be chosen and monitored by the class teacher

*Detail of statutory content to be introduced following National Curriculum.  
Consolidation of Year 5 content.*

Focus	Curriculum Content	Vocabulary
Word reading and Phonics	<p>To apply growing knowledge of root words with suffix and/or prefix to work independently, including: -sion, -tion, -cial, -tial, -ant/ance/ancy, -able/ably, -ible/ibly and to read these aloud fluently.</p> <p>To read most words fluently and attempt to decode any unfamiliar word with increasing speed and skill.</p> <p>To use syllables to spell and decode unfamiliar words.</p> <p>To develop understanding of etymology and morphology and how these can be used to understand new vocabulary.</p> <p>To read most of the Year 5-6 common exception words (everyday words) and be able to recognise and discuss the unusual correspondences within these words.</p>	<p>Prefix</p> <p>Suffix</p> <p>Etymology</p> <p>Morphology</p> <p>Syllables</p> <p>Word family</p> <p>Root word</p>
Fluency and Comprehension	<p>To read a wide range of texts and genres, identifying key characteristics and the differences between them.</p> <p>To increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>To discuss the language and vocabulary used by an author and how they create effect. Confidently recognising figurative language devices, including metaphor, simile, analogy, personification, style, effect</p>	<p>Genre</p> <p>Text</p> <p>Paragraph</p> <p>Fiction</p> <p>Non - fiction</p> <p>Subheading</p> <p>Heading</p> <p>Diagram</p> <p>Narrative</p> <p>Metaphor</p> <p>Simile</p> <p>Style</p>

	<p>To evaluate how the authors language has had an impact on the reader.</p> <p>To talk about what they have read in presentations and debates.</p> <p>To make comparisons within and across books.</p>	<p>Effect</p> <p>Analogy</p> <p>Personification</p> <p>Presentation</p> <p>Debate</p> <p>Compare / contrast</p> <p>Blurb</p> <p>Contents</p> <p>Glossary / index</p> <p>Chapters</p>
<p>Inference and Prediction</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To make predictions based on details stated and implied, justifying them in detail using evidence from the text to support answer.</p> <p>To read between the lines and use evidence from the text to justify thinking.</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Character</p> <p>Evidence</p> <p>Vocabulary</p> <p>Effect</p> <p>Impact</p> <p>Justify / justification</p> <p>Context</p> <p>Text type</p> <p>Genre</p> <p>Description</p>
<p>Poetry and Performance</p> <p><i>Oracy</i></p>	<p>To recommend texts to their peers based on personal choice and explain reasoning.</p> <p>To participate in discussions about books that are both read to them and what they can read for themselves, building on their own and others' views and challenging each other supportively.</p> <p>To show awareness of the audience when reading out loud, using intonation, tone, volume and action.</p> <p>To learn a wider range of poetry by heart and read poems and playscripts aloud.</p> <p>To prepare poems and plays to read aloud.</p> <p>To provide reasoned justifications for their views.</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>Free verse</p> <p>Narrative poetry</p> <p>Prose</p> <p>Haiku</p> <p>Volume</p> <p>Action</p> <p>Debate</p> <p>Play script</p> <p>Character</p> <p>Action</p> <p>Voice</p> <p>Intonation</p>



Non- fiction	<p>To use their knowledge of text types and organisational devices to retrieve, record and discuss from non-fiction (and fiction) texts.</p> <p>To tell the difference between fact and opinion.</p>	<p>Non- fiction Paragraphs Heading Subheading Facts Retrieve Critical thinking Fact Opinion Record Discuss Summarise Conclude</p>
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