



The Neroche Primary School Reading Curriculum Map

KS2



Reading Curriculum Intent

At Neroche Community Primary School our school aim of living and learning for life underpins our ambitious curriculum for all learners, which contributes towards their knowledge and cultural capital. We want all children to discover a love for reading and books, and to understand the importance reading can play in unlocking wider learning, knowledge and understanding. The aim of our reading curriculum is to develop individuals who read widely with both fluency and comprehension to enable them to approach the next stages of their education as confident readers and learners.

Secondary School



To 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).

To retrieve, record and present information from non-fiction texts.

To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

To compare characters, settings and themes within a text and across more than one text.

To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).

To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

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 speed and skill, recognising their meaning through contextual cues.

To explain and discuss their understanding of what they have read, including through formal presentations and debate, maintaining a focus on the topic and using notes where necessary.

To draw out key information and to summarise the main ideas in a text.

To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To recognise more complex themes in what they read (such as loss or heroism).

To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

To make predictions based on details stated and implied, justifying them in detail with evidence from the text.

YEAR 6

To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

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.

To 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.

To discuss vocabulary used by the author to create effect including figurative language.

To evaluate the use of authors' language and explain how it has created an impact on the reader.

To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues

To apply their growing knowledge of root words, prefixes and suffixes/ word endings to read aloud fluently.

To identify main ideas drawn from more than one paragraph and to summarise these.

To recommend texts to peers based on personal choice.

To draw inferences from characters' feelings, thoughts and motives

To use dictionaries to check the meaning of words that they have read.

To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.

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.

YEAR 5

To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).

To justify predictions from details stated and implied.

To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.

To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.

To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.

To identify main ideas drawn from more than one paragraph and summarise these.

To read for a range of purposes

To identify how language, structure and presentation contribute to meaning.

YEAR 4

To begin to use appropriate intonation and volume when reading aloud.

To retrieve and record information from non-fiction texts.

To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.

To identify themes and conventions in a wide range of books

To discuss and compare texts from a wide variety of genres and writers.

To refer to authorial style, overall themes and features

Discuss vocabulary used to capture readers' interest and imagination.

To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

To justify predictions using evidence from the text.

To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

To apply their growing knowledge of root words and suffixes/word endings

YEAR 3

To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.

To discuss authors' choice of words and phrases for effect.

To use appropriate terminology when discussing texts (plot, character, setting).

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.

To apply their growing knowledge of root words and prefixes

To begin to read Y3/Y4 exception words

To use their phonic knowledge to decode quickly and accurately

Bronze, Silver and Gold Reading Badges linked to Accelerated Reader targets can be earned continue to be earned in KS2.

Phonics interventions