



CHJS Curriculum Map for Reading



Let your light shine (Matthew 5:16)

In reading, children are encouraged to let their light shine by understanding and responding to written texts over a range of contexts. Also, by continually, sharing their ideas with others and challenging different opinions by using evidence from what they have read. They are also encouraged to make positive changes within their classroom by sharing their knowledge with their peers and supporting each other with their learning.

Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
Comprehension strategies	I know a developing amount about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	I know about root words, prefixes and suffixes and that these change the meaning of words.	I recognise that books make sense to me and can talk about my understanding of significant ideas, events and characters.	I recognise the need to monitor my reading for sense and so understand a text in detail including giving the gist
	I identify the meaning of words in context	I describe sensible predictions about what might happen from details that are stated and implied and can justify my prediction by referring to the story	I understand how to summarise the key points of a paragraph and the main ideas drawn from more than one paragraph	I understand how to summarise succinctly the key point of a paragraph
	I recognise when I don't understand certain words and know to ask about these.	I understand how to visualise characters, settings and events to help me understand a text	I describe the gist of what I have read in my own words including what I have inferred	I understand how to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	I identify simple connections within a text between one sentence and the next	I identify and discuss words and phrases that make the reader interested.	I recognise that my ideas and visualised images can and do change during the course of reading	I recognise that my ideas and visualised images can and do change during the course of reading
	I understand how to visualise characters, settings and events to help me understand a text.	I identify the meaning of words in context	I understand the meaning of words in context and I ask about the meanings of words I don't understand	I compare what I have read to my personal and literary experiences and wider background knowledge.
	I describe how background knowledge helps me to understand a text.	I recognise when I am unsure on a word or phrase's meaning and ask about these.	I understand how to use details stated and implied to make a prediction.	I identify the meaning of words in context and I ask about the meanings of words I don't understand

	I understand how to use details from a text to make a prediction.	I describe the gist of what I have read in my own words, showing understanding of inferences	I identify appropriate questions (and wonder) to improve my understanding.	I describe my inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.
	I understand the gist of what I have read and can describe this in my own words	I understand how to use dictionaries to check the meaning of words I have read.	I understand how the language, structure and presentation contribute to meaning.	I describe my reasoned justifications for my views based on evidence from the text.
	I identify and record information from non-fiction texts	I compare past experiences, what I have previously read and what I know about to support my understanding	I understand how to make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can sometimes find evidence to support this.	I describe my predictions about what might happen from details stated and implied.
	I recognise the need to check if the text makes sense to me	I describe connections between different pieces of information I read including understanding pronoun links	I connect the information that I read within paragraphs, across texts and to other books	I identify appropriate questions (and wonder) to improve my understanding actively looking for answers to these
	I identify sensible questions to ask (and wonder) to improve my understanding of a text	I understand how to check the text makes sense to me	I understand how to track pronouns to help me make meaning including across paragraphs and whole texts.	I identify, record and present information from non-fiction texts
	I identify main ideas taken from a paragraph and summarise these	I identify how language, structure and presentation contribute to meaning	I understand how conjunctions change the meaning of a sentence. (co-ordinating and subordinating)	I understand how the language, structure and presentation contribute to meaning.
	I identify inferences such as inferring characters' feelings and thoughts from their actions or from what they say.	I identify questions to ask (and wonder) to improve my understanding of a text		I identify and draw on detail to give persuasive answers to questions
	I identify evidence from the text to help me to show my understanding.	I identify main ideas taken from more than one paragraph and summarise these in own words		I understand how to track pronouns to help me make meaning including across paragraphs and whole texts.
	I understand how to track pronouns to help me make meaning.	I make inferences such as inferring characters' feelings, thoughts and motives from their actions		I understand how conjunctions change the meaning of a sentence. (co-ordinating and subordinating)
	I understand how co-ordinating conjunctions change the meaning of a sentence.	I identify evidence from the text to help me to support inferences		
	I can skim and scan to locate text sections or specific words.	I understand how to track pronouns to help me make		

		meaning including across paragraphs.		
		I understand how conjunctions change the meaning of a sentence. (co-ordinating and subordinating)		
Response to text	I understand what I read in books and can discuss this including expressing opinions about what I have read.	I understand what I read in books and can discuss this	I sometimes explain reasoned justifications for my views based on evidence from the text.	I know the difference between fact and opinion and can identify this in a text
	I identify themes in a range of books.	I find and record information from non-fiction texts	I am beginning to understand the difference between fact and opinion	I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification)
	I retell some stories orally	I identify themes, structures and some purposes in a wide range of books.	I identify and discuss themes and conventions in a range of writing.	I identify and discuss themes and conventions in and across a wide range of writing.
	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays	I comment on how and why a writer has used certain word choices	I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
	I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions.	I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.	I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	I know a wider range of poetry by heart to recite.
	I recognise some different forms of poetry, stories and non-fiction texts	I recognise some different forms of poetry, stories and non-fiction texts	I know a wider range of poetry by heart to recite.	I recommend books I have read to friends and give reasons for my choices.
	I talk about some organisational features of texts	I talk about organisational features of texts	I recommend books I have read to friends and give reasons for my choices.	I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.
		I can skim to locate a specific section and scan for key words identified in questions.	I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.	I explain and discuss my understanding of what I have read including through presentation and debates, keeping to my focus, using notes where needed.

			I make comparisons within and across books commenting on similarities and differences.	I make comparisons within and across books commenting on similarities and differences.
			I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books building on my own and others' ideas	
			I identify, record and present information from non-fiction texts	
Disciplinary Knowledge	Year 3	Year 4	Year 5	Year 6
Word Reading	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.
	I read a wider range of common exception / tricky words	I read a wider range of common exception / tricky words and I can see what makes them tricky.	I break long polysyllabic words into syllables with speed and read across the entire word.	I break long polysyllabic words into syllables with speed and read across the entire word.
	I break words into syllables to decode unknown words speedily	I break words into different sized chunks, including syllables, to decode unknown words		
Wider decoding strategies	I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result	I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information	I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest	I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.
	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding	I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding	I try to notice mistakes in my reading when reading higher level texts and sometimes correct them because the text doesn't make sense.	I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.

	I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it	I am developing my skills to skim read text and scan to find information and ideas.	I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to show this.	I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.
	I read silently some of the time and am developing better pace in reading.	I re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding of it	I scan text to find key words and phrases	I scan text to find key words and phrases and skim read text to get the gist of a passage
	I am beginning to sustain interest in longer texts, returning to them easily after a break		I skim read a text to get the gist of it.	I know that I sometimes need to reread text carefully to understand it fully
			I know that I sometimes need to reread text carefully to understand it fully	
			I read longer texts with increasing pace and stamina	
	I read a wider range of common exception / tricky words	I read a wider range of common exception / tricky words and I can see what makes them tricky.	I break long polysyllabic words into syllables with speed and read across the entire word.	I break long polysyllabic words into syllables with speed and read across the entire word.
Vocabulary	Root words, Prefix, suffix, context, connections, visualise, background knowledge, prediction, gist, raising questions, wondering, summarise, evidence, infer, fact, themes, intonation, volume, actions, forms, organisational features , pronoun tracking, poetry, fiction, non-fiction, conjunction tracking, common exception words,	See previous year PLUS: Stated, implied, justify, language, structure, presentation, paragraph, motives, tone, forms.	See previous year PLUS: As Year 3 and 4 plus: Significant ideas, character, events, reasoned justifications, polysyllabic, pace, pause, entertain and interest, opinion, conventions, memorise and recite, purpose, pace, stamina	See previous year PLUS: As Years, 3,4 and 5 plus: Monitor, succinct, literary experiences, persuasive, emphasis, commas, brackets, semi colons, colons, dashes, figurative language, simile, metaphor, personification, recommend , presentation and debate, comparisons,

	syllables, decode, fluency, skim, scan.			
Cross-curricular reading and links	<p>Stone age texts (Stone Age boy, The Quarry poem)</p> <p>Traditional tales (Three Little Pigs, George and the Dragon, Double, Double Boil and Trouble)</p> <p>Rainforests (How the leopard got its spots, Great Kapok Tree)</p> <p>Greek days (Myths of Perseus & Medusa)</p> <p>Egyptians (There's a pharaoh in my bath, Piercing the veil poem)</p>	<p>Ancient Romans (Escape from Pompeii, Survivor: Escape from Pompeii, You wouldn't want to be a Roman soldier! How to be a Roman Soldier, The Usborne Official Roman Soldiers Handbook)</p> <p>Extreme Earth ()</p> <p>Climate Change/Living things and their habitats (The Last Bear)</p> <p>Anglo-Saxons (Beowulf)</p> <p>Digestion (various explanation texts)</p>	<p>Local area study (Floodlands)</p> <p>Space (various info texts)</p> <p>Vikings (The Kraken poem, Viking Boy)</p> <p>Shackleton's journey</p> <p>Local study (Little Foxes, The Fox and the ghost king)</p>	<p>WW2 (Diary of Anne Frank, Rose Blanche, Letters from the Lighthouse, Friend or Foe)</p> <p>Evolution (Skellig)</p> <p>Baghdad (1001 Arabian Nights)</p> <p>Greek Days (Odysseus)</p>
Christian Values	<p>Courage – Children develop the courage to fully immerse themselves into the lives of different characters and express the emotions that they instil. Through the exposure to various genres, our children foster the courage to independently read genres that they have not engaged with before. Courage - They are inspired by characters in books, both real and imagined, who demonstrate courage in adversity.</p> <p>Fairness: Through the use of varied class reads, children are exposed to a range of text types that appeal to all individual tastes. In PSHE, texts are well-chosen to encourage debate around fairness, discrimination and equal rights.</p> <p>Kindness: Children are able to appreciate the preferences of others without judgement. Through empathising with characters, they are able to better appreciate difficulties facing others and thus develop the value of kindness.</p>			

	<p>Koinonia: Through shared reading, children can demonstrate understanding and respect of other cultures and beliefs. They grow their sense of self and their role in society through studying and experiencing varied genres. When reading well-chosen books, children develop their moral code as responsible global citizens.</p> <p>Responsibility: Children develop the discipline for seeking wisdom through the variety of books they read. Our children learn how to handle books and look after them responsibly and record their responses to texts in their planners.</p> <p>Thankfulness: Children show thankfulness for the variety of books, authors and written texts (including digital). This is promoted every half term through the 'Genre of the Month' focus. By reading both fact and fiction books with characters facing difficulties, they develop an appreciation for their own situation.</p> <p>Truthfulness: Children explore this value through the stories that are shared with them and through lessons learned through non-fiction texts.</p>
<p>Spiritual Development</p>	<p>Spirituality is the act of being fully human by discovering and revealing ourselves through love. We realise this through the personal stories that hold meaning for us and help us to become who we are. The more that we explore these and therefore journey to this land of the spirit, the more natural it becomes.</p> <p>Through the use of well-chosen texts and the class discussion that follows, our children will experience positive changes within their soul. We aim for the texts that the children read to leave a lasting imprint, so that they mould their character, build their resilience and make a positive impact in the world that we live in.</p> <p>This can be done through:</p> <ul style="list-style-type: none"> • sharing empathy with authors and the characters in stories and plays and developing techniques to show emotions and sentiments in their own writing. • Appreciating the beauty in language – both by reading and creating their own written pieces • Understanding what makes a character a hero or heroine in literature and taking time to create their own characters with remarkable qualities

