

Navenby Church of England Primary School: Reading Curriculum Map



Intent

At Navenby CE Primary School, we believe that all pupils should be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want our pupils to develop a love of reading, know and appreciate a range of authors, and to gain a greater understanding of the world around them through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently and confidently in any subject in their forthcoming secondary education. We fully understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how reading skills are essential for life-long learning.

Implementation

Classroom organisation: We teach phonics and reading skills through both group and whole-class lessons, ensuring that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants provide inspirational teaching and personalised, targeted support for pupils to enable them to achieve at an age-related level wherever possible. Children working above age-related expectations are also given opportunities to demonstrate a greater depth of understanding through extended answers, targeted questioning, and making broader links across and between texts. Each classroom also has its own appealing library area, which children can access. Teachers model a love of reading by regularly reading class books to the children and modelling fluency, intonation and expression alongside asking questions that encourage children to think about the text using a range of reading skills. Once completed, class books are displayed outside the classroom, on a bookshelf, to encourage discussion between year groups and raise the profile of reading within our school environment.

Phonics: Early Years and Key Stage 1: At Navenby, we are committed to ensuring that every child becomes a confident, enthusiastic reader. In KS1, we deliver the Read Write Inc. phonics programme daily to ensure all pupils develop the skills to read accurately, fluently and with comprehension. Children are assessed regularly and taught in small groups according to their current phonics stage so that teaching is closely matched to need. Each lesson follows the RWI sequence. This carefully structured approach helps children build secure knowledge and grow in confidence. Progress is monitored through formal assessments every half-term, allowing us to track progress and regroup pupils where necessary. Children who need extra support receive targeted one-to-one or small-group tutoring using the RWI tutoring materials. All staff who deliver RWI receive training and are supported through development days with advisers from Read Write Inc. The reading lead also conducts regular fidelity checks and provides feedback to ensure consistent, high-quality delivery. We also value strong home-school partnerships by providing parents with decodable reading books, both in book bags and on the Oxford Owl online platform. These books closely match each child's stage and include clear guidance to support phonics learning at home.

Book Band Reading Scheme: We have a book band reading scheme (Oxford Reading Tree) that ensures progression in both word reading skills and comprehension from the completion of phonics up to the end of Year 3. The resources are structured to ensure that children have access to a range of texts and allows for pupils to develop their skills – including by important re-reading - within a level before moving to the next level. All pupils up to year 3 have a home-reading record which they take home daily. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read.

Guided and whole-class reading: In KS2, our reading curriculum is designed to help every child become a confident, fluent and thoughtful reader. We use Literacy Shed VIPERS resources to explicitly teach new vocabulary and regularly practice the key comprehension skills including inference, prediction, explanation, retrieval, summarising and sequencing. Depending on the needs of each class, teachers plan a mix of whole-class reading and smaller guided reading sessions so that pupils receive the support and

challenge they need. Pupils who have not yet secured phonics continue with regular, teacher-planned phonics interventions using Read Write Inc. resources to build fluency and ensure they can move through the reading gateway. In 2026/27, we will use the Read, Write Inc. Fresh Start programme to support these pupils further.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. In this way, children can focus on developing their fluency and key comprehension skills as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Key Stage Two. These results are compared with the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1. In Years 3, 4 and 5, we use the Rising Stars PIRA test, which helps teachers identify gaps and benchmark children using scaled scores. However, we firmly believe that reading is the key to all learning, and so the impact of our reading curriculum goes beyond the results of statutory assessments. We give all children the opportunity to become inspired learners by entering the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum, and our school environment encourages books to help develop a love of reading. Children are encouraged to develop their own love of genres and authors. This deepens a love of literature across a range of genres, cultures and styles. By the end of the following phases of their education at Navenby, teachers, leaders and governors expect our children to have the reading knowledge to:

Curriculum Concepts	Early Learning Goals	Years 1 and 2	Years 3 and 4	Years 5 and 6
Phonics	- Segment and blend sounds, recognising the letters that represents them; so that they can begin to read words and simple sentences. - Read some irregular words (red words).	- Use their phonic knowledge to decode words and blend sounds until automatic decoding is embedded, blending recognises the alternative sounds for graphemes, and reading is fluent. - Read the Ks1 common exception words	- Read the Y3-4 exception words - To read most others fluently decoding with speed and skill.	- Read the Y5-6 exception words - Read others fluently, decoding with speed and skill, recognising meaning through contextual cues.
Comprehension	- Begin to make sense of what they are decoding, understanding what they have read. - Follow a story without pictures or props	- Ask and answer questions about texts; using their own life experience to help predict what might happen and make simple inferences on the basis of what is being said and done. - Participate in discussion about what is read to them, taking turns and listening to what others say. - Distinguish between fact and opinion comparing versions of the same event. - To ensure that the text makes sense to	- Identify how language, structure and presentation contribute to authorial intent - Draw main ideas from more than one paragraph and summarise these. Infer characters' feelings, thoughts and motives from their actions justifying inferences with evidence. - Justify predictions with stated and implied evidence. - Focus on word reading should help to develop vocabulary and secure	- Explain and discuss their understanding of what they have read, listening to guidance and making improvements, giving justification and reasoning for their thoughts. - Draw out key information from a text and summarise the main ideas. - Consider viewpoints on a text, understanding fact or opinions. - Analyse character change and development by drawing inference based on indirect clues. - To utilise core skills of retrieval, prediction, sequencing and authorial intent across genres.

		them and show understanding by drawing on background information and vocabulary provided by the teacher. To demonstrate skills of sequencing, retrieval and vocabulary development	fluency. Use skills of retrieval and sequencing accurately.	To broaden and enhance vocabulary across a range of genres and subject matter.
Genre	Listen to a range of stories with increasing attention, joining in with expression; anticipating events in the text.	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Learn rhymes and poems and recite some by heart.	Discuss, compare and identify themes and conventions within a range of texts including organisation devices in non-fiction.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres both non-fiction and fiction including poetry.
Etymology & Morphology	Use vocabulary that is increasingly influenced by their experiences of books.	Discuss and clarify the meanings of words, using a dictionary as required.	Discuss vocabulary used to capture readers' interest and imagination.	- Analyse and evaluate the use of language and how it is used for effect, using technical terminology. - To consider the origins of language e.g. from Latin & explore word families.
Genres To Be Taught	- Traditional tales - Stories with familiar settings - Poetry - Non-fiction - Stories from other cultures - Children's classics	- Traditional tales - Fantasy - Biography & autobiography - Poetry - Non-fiction - Stories from other cultures - Children's classics	- Fantasy - Biography & autobiography - Adventure / mystery - Newspapers - Poetry - Non-fiction - Historical fiction - Myths & legends - Stories from other cultures - Children's classics	- Fantasy - Biography & autobiography - Adventure / mystery - Newspapers - Poetry - Non-fiction - Historical fiction - Myths & legends - Shakespeare - Stories from other cultures - Children's classics