



English Curriculum

ENGLISH- Vision

Our aim is that all pupils will become fluent readers and creative writers who can reason and articulate choices and preferences about the use of English. Children are encouraged to embed and apply their understanding of both spoken and written language across the curriculum, through a wide range of learning opportunities that develop a love for reading and an understanding of grammatical features which can then be applied to their written work.

READING

Vision:

Our aim is for all children to foster a love of reading and encourage them to read for pleasure.

Intent:

Reading is taught using a whole class teaching and learning strategy as well as using graded books covering a range of genres and interests. Reading activities are rich and varied to promote the importance of reading across the whole curriculum and to develop our aim which is for all children to have a love for reading.

Our Reading curriculum gives children to chance to develop their independence to make choices about books, and to discover authors and texts they might not get the chance to experience outside of school. Our teachers check pupils are reading books that will challenge them, and create exciting reading areas around the school environment- both inside and outside the classroom.

Implementation:

Children are taught the essential skills of reading (word recognition and comprehension) whilst also using a rich and varied range of literature and information texts to further develop what they already know and extend their vocabulary.

Texts to stimulate and support learning in Reading lessons within English are given careful consideration so that they are engaging, challenging and relevant to the curriculum and the world in which our children live. Reading across a range of genres and text types is carefully sequenced to incorporate all elements of fiction, non-fiction and poetry.

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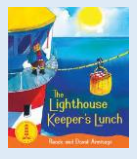
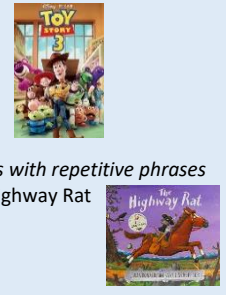









For pupils with SEND, it is important to focus on the pupils' strengths as well as identifying areas where they need more help, practice and consolidation. In general, pupils should have the opportunity to develop all of the concepts in reading, regardless of their SEN or disability. However, the approach to these concepts may have to be done differently with different groups of pupils.

Impact:

By the end of each year, each phase of education and by the time children leave the school; our carefully sequenced Reading Curriculum will allow children to be fluent readers who can successfully engage with a range of texts for a wealth of purposes. They should not only be critical and evaluative readers who understand what they read but also readers who can make purposeful choices when reading for pleasure and enjoyment.



Year R/Y1 Reading Curriculum Cycle B						
	Autumn 1 Commotion in the Ocean	Autumn 2 Commotion in the Ocean	Spring 1 Wagons Roll	Spring 2 Wagons Roll	Summer 1 Open your Eyes!	Summer 2 Open your Eyes!
Fiction	<p><i>Stories with familiar themes:</i> Peace At Last By Jill Murphy</p> <p><i>Stories form different cultures:</i> The Leopard's Drum</p> <p><i>Stories with a message:</i> Elmer by David McKee, The Rainbow Fish by Marcus Pftiser</p> 	<p><i>Stories with familiar setting:</i> The Lighthouse Keeper's Lunch</p> <p>The Snowman</p> 	<p><i>Digital Media - The Cowboy needs a Horse/Toy Story 3</i></p> <p><i>Stories with repetitive phrases</i> The Highway Rat</p> 	<p><i>Fantasy Stories</i> The Gingerbread Cowboy</p> 	<p><i>Stories on a Theme</i> The Tiny Weeny Tadpole By Sheridan Cain</p> <p>The Tiny Seed By Eric Carle</p> <p><i>Digital Media – It's a Bug's Life</i></p> 	<p><i>Traditional Tales - Jack and the Beanstalk</i></p> 
Non fiction	<p><i>Information texts:</i> The Big Book of the Blue by Yuval Zommer</p> 	<p><i>Information texts:</i> The Gunpowder Plot—Eye witness accounts</p> <p><i>Information texts—Grace Darling</i></p>	<p><i>Explanations: Christopher Columbus</i></p> 	<p><i>Instructions</i></p>	<p><i>Explanations: How has farming changed over the years?</i></p>	<p><i>Information texts about mini-beasts. Who was Henry Matisse?</i></p> 
Poetry	<p><i>Patterns on the page:</i> Commotion in the Ocean by Giles Andreae</p> 			<p><i>Poems on a theme:</i> Using the Senses</p>	<p><i>Poems on a theme- minbeasts</i></p>	<p><i>Shape poems</i></p>

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<p style="text-align: center;">Week 1</p>	<p>FICTION: Stories with familiar themes Reception: Develop phonological and phonemic awareness. Hear and say the initial sound in words. Y1- Word Reading Read aloud books, sounding out unfamiliar words Y1- Comprehension Engage with books through exploring and enacting interpretations.</p>	<p>NON-FICTION: Finding Information Reception: Identify key features of books e.g. cover, contents, captions, labels Y1- Word Reading Read aloud accurately books that are consistent with their developing phonic knowledge. Y1- Comprehension Link what they read with their own experiences.</p>	<p>FICTION: Digital Media Reception: Use phonological and phonemic awareness to decode. Hear and say the initial sound in words. Segment sounds in simple words and blend them together and knows which letters represent some of them. Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable. Y1- Comprehension Give some reasons why things happen or characters change.</p>	<p>NON-FICTION: Instructions Reception: Use growing phonemic awareness to decode. Hear and say the initial sound (including taught digraphs) in words. Retrieve information from books, computers and other digital devices. Y1- Word Reading Blend sounds accurately in unfamiliar words, noting unusual correspondences between spelling and sound and where these occur in the word. Y1- Comprehension Explain organisational features of texts, including layout, diagrams and captions.</p>	<p>FICTION: Stories on a theme Reception Make simple predictions about what will happen next. Y1- Word Reading Read aloud accurately books that are consistent with their developing phonic knowledge. Y1- Comprehension Link what they read with their own experiences.</p>	<p>FICTION: Traditional Tales Reception Anticipate appropriate key events in stories Y1- Word reading Use syntax and context to build their store of vocabulary when reading for meaning Y1- Comprehension Explain organisational features of texts including verses.</p>
<p style="text-align: center;">Week 2</p>	<p>FICTION: Stories from different cultures Reception: Start to link sounds to letters. Y1- Word Reading Read further common exception words, noting non usual correspondences between spelling and sound and where these occur in a word (using appropriate year gp word lists) Y1- Comprehension Engage with books through exploring and enacting interpretations</p>	<p>NON-FICTION: Finding Information Reception: Say and read corresponding sounds for graphemes corresponding split digraphs Y1- Word Reading: Blend sounds in unfamiliar words, noting unusual correspondences between spelling and sound and where these occur in the word. Y1- Comprehension Recount parts of the text.</p>	<p>FICTION: Digital Media Reception: Continue to link sounds to letters taught in ELS. Link sounds to some frequently used digraphs, e.g. sh, th, ee. Y1- Word Reading Read less common alternative graphemes including trigraphs Y1- Comprehension Engage with books through exploring and enacting interpretations</p>	<p>NON-FICTION: Instructions Reception: Segment sounds in simple words and blend them together and know which letters represent some of them. Y1- Word Reading Engage with books through exploring and enacting interpretations Y1- Comprehension Link what they read with their own experiences.</p>	<p>FICTION: Stories on a theme Reception Retell key events from a story in the correct sequence. Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable (look and say, contextual cues) Y1- Comprehension Discuss the significance of the title and events</p>	<p>FICTION: Traditional Tales Reception Demonstrate understanding by retelling what has been read. Y1 Word Reading Read words word –s, -es, -ing, -ed and –est endings. Y1 Comprehension Link what they read with their own experience Explain clearly their understanding of what is read to them.</p>

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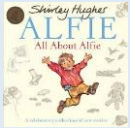

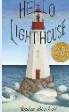





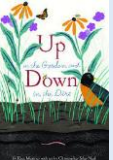


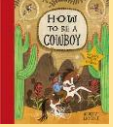












<p style="text-align: center;">Week 3</p>	<p>FICTION: Stories with a message Reception: Read some high frequency words, and to use developing knowledge of phonics to read simple phonically decodable words and simple sentences. Y1- Word Reading Read aloud books, applying phonic knowledge taught. Y1- Comprehension Give reasons for preferences from stories.</p>	<p>NON FICTION: Information Reception: Further link sounds to letters, naming and sounding the letters of the alphabet. Y1- Word Reading Look for patterns in sentence structure, e.g. short, factual etc. Y1- Comprehension Retrieve facts/information from text.</p>	<p>FICTION: Digital Media Reception: Read some high frequency words, and to use developing knowledge of phonics to read simple phonically decodable words and simple sentences. Y1- Word Reading Identify repeated, and rhyming words and their effect. Y1- Comprehension: Explain their reactions to texts, commenting on important aspects</p>	<p>FICTION: Fantasy stories Reception: Recognise and read suffix endings ed (t), ed (d), er and est Accurately sequence key story events. Y1- Word Reading To read words of more than one syllable. Y1- Comprehension Become increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.</p>	<p>FICTION: Digital Media Reception: Use phonological and phonemic awareness to decode. Use phonemic awareness to decode simple sentences. Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable (look and say, contextual cues) Y1- Comprehension Give reasons why things happen or characters change</p>	<p>NON-FICTION: Historical Information Reception: Decode simple sentences using segmenting and blending Y1- Word Reading Blend sounds accurately in unfamiliar words. Y1- Comprehension Give reasons why things happen based on facts.</p>
<p style="text-align: center;">Week 4</p>	<p>POETRY: Patterns on the Page Reception: Hear sounds in words with increasing accuracy. Y1- Word Reading: Further apply phonic knowledge and skills to decode unfamiliar words. Y1- Comprehension Listen to and discuss a wide range of poetry at a level beyond that at which they can read independently.</p>	<p>FICTION: Stories with familiar settings Reception: Share ideas about what could happen next. Y1- Word Reading Read aloud accurately books that are consistent with their developing phonic knowledge. Re-read these books to build up their fluency and confidence in word reading. Y1-Comprehension Predict what might happen on the basis of what has been read so far.</p>	<p>FICTION: Stories with repetitive phrases Reception: Engage with books and other reading materials at an increasingly deeper level, drawing on phonic knowledge to decode words, and knowledge of language structure, subject knowledge and illustrations to interpret the text. Y1- Word Reading Look for patterns, for example repetition, rhythm, rhyme. Recite parts of the text.</p>	<p>FICTION: Traditional Tales Reception: Read CVCC words that include graphemes taught in ELS Describe the main story settings, events and characters. Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable Y1- Comprehension Draw on what they already know or on background information and vocabulary provided.</p>	<p>NON-FICTION: Information Reception: Identify and explain key features of books e.g. cover, contents, captions, labels Y1- Word Reading Identify character traits (animals) Y1- Comprehension Give reasons why things happen or change</p>	<p>NON-FICTION: Finding Information Reception: Use and understand recently introduced vocabulary. Y1 Word Reading Read most words accurately, without overt sounding and blending, when they have been frequently encountered. Y1 Comprehension Explain their reactions to texts, commenting on important aspects.</p>
<p style="text-align: center;">Week 5</p>	<p>POETRY: Patterns on the Page Reception: Read sounds in words with increasing accuracy linked to ELS curriculum. Y1- Word Reading: Further apply phonic knowledge and skills to decode unfamiliar words. Y1- Comprehension</p>	<p>FICTION: Stories with Settings Reception: Link sounds to letters, naming and sounding the letters of the alphabet. Y1- Word Reading: Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (linked to ELS). Y1- Comprehension:</p>	<p>NON-FICTION: Explanations Reception: Further link sounds to letters, naming and sounding the letters of the alphabet. Further link sounds to some frequently used digraphs, e.g. sh, th, ee. Y1- Word Reading Engage with books though exploring and enacting interpretations</p>	<p>POETRY: Poems on a Theme Reception: Segment the sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Read simple phonically decodable words and simple sentences including taught digraphs and HFW (see ELS)</p>	<p>NON-FICTION: Information Reception: Say and read corresponding sounds for graphemes corresponding split digraphs Y1- Word Reading Read most words accurately, without overt sounding and blending, when they have been frequently encountered. Y1- Comprehension</p>	<p>POETRY: Shape Poems Reception: hear sounds in words with increasing accuracy. Y1 Word Reading Identify repeated words and alliteration in poems Y1 Comprehension To identify how poets use language for effect To appreciate the structure and layout of poems.</p>



	Explain their reactions to texts commenting on important aspects.	Appreciate rhymes and patterned language in stories and read them aloud.	Y1- Comprehension Distinguish fiction and non-fiction texts and the different purposes for reading them	Y1- Word reading Use syntax and context to build their store of vocabulary when reading for meaning Y1-Comprehension: To listen to and discuss a wide range of poems at a level beyond that at which they can read independently.	Explore how particular words are used.	
Week 6	NON-FICTION: Information Reception: Engage with a range of print and digital books and non-fiction Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable. Y1- Comprehension Draw together ideas and information from across a whole text, using simple signposts in the text	FICTION: Stories with familiar Settings RECEPTION: Enjoy an increasing range of print and digital books, both fiction and non-fiction and answer simple questions. Y1- Word Reading: Build banks of words, linked to topic found in books read. Y1- Comprehension: Become familiar with key stories (studied), retelling them and considering their characteristics.	NON-FICTION: Explanations Reception: Read some high frequency words and read simple phonically decodable words and simple sentences. Include everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. Y1- Word Reading Engage with books through exploring and enacting interpretations Y1- Comprehension Identify the organisational features of texts, including alphabetical order, layout and bullet points.	POETRY: Poems on a Theme Reception: Continue a rhyming string and identify alliteration. Engage with books and illustrations to interpret the text. Y1- Word Reading To read aloud with intonation and expression using features such as alliteration Y1- Comprehension To identify how poets use language for effect e.g. alliteration, onomatopoeia rhythm, repetition.	POETRY: Poems on a theme Reception: Engage with books and other reading materials at an appropriate phonic level to decode words. Y1- Word Reading Read most words accurately, without overt sounding and blending, when they have been frequently encountered. Y1- Comprehension Explain their Understanding of texts, commenting on important aspects (literal).	POETRY: Shape Poems Reception: hear sounds in words with increasing accuracy. Y1 Word Reading Identify repeated words and alliteration in poems Y1 Comprehension To identify how poets use language for effect To read aloud with intonation and expression using features such as alliteration
Ongoing	Year 1: <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the main strategy to decode words. • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Revise and consolidate the GPCs and the common exception words taught in Reception. • Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. 					



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Fiction	Commotion in the Ocean <i>Different Stories by the same author-</i> Author study: Shirley Hughes and Quentin Blake 	Commotion in the Ocean Stories with familiar settings The Lighthouse Keeper's Lunch And other related stories  Hello Lighthouse By Sophie Balackall 	Wagons Roll Traditional/ Adventure Stories The Hunt for Gold- ORT Toy Story   Character Descriptions and Pattered language Cowboy Baby by Sue Heap 			Open your Eyes! Extended Stories: Looking at Structure The Secret Garden  Stories with familiar settings The Tiny Seed by Eric Carle 	Open your Eyes! Stories on a theme Up in the Garden and Down in the Dirt 
Non - fiction	Information texts- Online resources – Grace Darling and Florence Nightingale  A Lighthouse Story By Holly James 		Non Chronological Reports How to be a Cowboy? Wanted Poster 	Explanations Christopher Columbus (Twinkl text)  Non Chronological Reports Pocahontas- online resource/ KS1 Teaching Resources 	Recounts, instructions and invitations Eddie's Garden by Sarah Garland 	Instructions How to grow a seed A Seed in Need by Sam Goodwin  Mr Bloom online 	
Poetry		Patterns on the Page- The Water Sings Blue by Kate Coombs 	Poems on a Theme The Wildest Cowboy By Garth Jennings 	Silly Stuff She'll be Coming Round the Mountain by Jonathan Emmet 	Really Looking Riddles (KS1 teaching resources compilation)	Really Looking: Minibeast Riddles (KS1 Teaching Resources) Mad about Minibeasts By Giles Andreae  Silly Stuff Minibeast Bop By Tony Mitton 	



Week 1	<p>FICTION: <i>Different Stories by the same author</i> Y1- Word Reading Read aloud books, sounding out unfamiliar words Y2- Word Reading Explore how particular words are used for effect, identifying and grouping words by word class. Y1/2- Comprehension Engage with books through exploring and enacting interpretations.</p>	<p>FICTION- <i>Stories with familiar settings</i> Y1- Word Reading Read aloud accurately books that are consistent with their developing phonic knowledge. Y2- Word Reading Re-read these books to build up their fluency and confidence in word reading. Y1- Comprehension Link what they read with their own experiences. Y2- Comprehension Make inferences on the basis of what is being set and done.</p>	<p>FICTION: <i>Traditional/adventure stories</i> Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable. Y2- Word Reading Read independently and with increasing fluency longer and less familiar texts Y1- Comprehension Give some reasons why things happen or characters change. Y2- Comprehension Explain clearly, referring to the text, why things happen or characters change.</p>	<p>NON-FICTION- Explanations Y1- Word Reading Blend sounds accurately in unfamiliar words, noting unusual correspondences between spelling and sound and where these occur in the word. Y2- Word reading Use syntax, context and self-correction to make meaning of what is read. Y1- Comprehension Explain organisational features of texts, including layout, diagrams and captions. Y2- Comprehension Recognise the main elements that shape different texts (glossaries, contents and index) Discuss the sequence of events in books and how items of information are related.</p>	<p>FICTION- Stories with familiar settings Y1- Word Reading Read aloud accurately books that are consistent with their developing phonic knowledge. Y2- Word Reading Re-read books to build up their fluency and confidence in word reading. Y1- Comprehension Link what they read with their own experiences. Y2- Comprehension Check that texts make sense. Answer questions about the story by retrieving information/ ideas from the text</p>	<p>NON-FICTION: Instructions Y1- Word reading Use syntax and context to build their store of vocabulary when reading for meaning Y2- Word reading Use syntax, context and self-correction to make meaning of what is read and identify commands Y1- Comprehension Explain organisational features of texts, including, bullet points, layout, diagrams and subheadings, flow charts Y2- Comprehension Draw together ideas and information from across a whole text using simple signposts in the text</p>
Week 2	<p>FICTION: <i>Different Stories by the same author</i> Y1/2- Word Reading Read further common exception words, noting non usual correspondences between spelling and sound and where these occur in a word (using appropriate year gp word lists) Y1/2- Comprehension Engage with books through exploring and enacting interpretations</p>	<p>FICTION: <i>Stories with familiar settings</i> Y1- Word Reading Look for patterns, for example repetition, rhythm, rhyme. Y2- Word Reading Identify predictable, story and patterned language. Y1- Comprehension Recount parts of the text. Y2- Comprehension To express their response, for example which words or phrases they liked and why.</p>	<p>FICTION: <i>Traditional/adventure stories</i> Y1/2- Word Reading Read less common alternative graphemes including trigraphs Y1- Comprehension Engage with books through exploring and enacting interpretations Y2- Comprehension Interpret story events using inference and deduction.</p>	<p>NON-FICTION- Explanations Y1- Word Reading Engage with books through exploring and enacting interpretations Y2- Word Reading Identify new vocabulary linked to topic found in information texts. Y1- Comprehension Link what they read with their own experiences. Y2- Comprehension Explain reactions to texts commenting on important aspects</p>	<p>FICTION- Extended Stories Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable (look and say, contextual cues) Y2- Word Reading Read independently and with increasing fluency longer and less familiar text, including reading on and using context Y1- Comprehension Discuss the significance of the title and events Y2- Comprehension Predict what might happen on the basis of what has happened so far.</p>	<p>NON-FICTION: Instructions Y1 Word Reading Read words word –s, -es, -ing, -ed and –est endings. Y2 Word Reading To read words of more than one syllable Y1 Comprehension Link what they read with their own experiences (carry out practical tasks) Explain clearly their understanding of what is read to them. Y2 Comprehension Discuss the sequence of events in books and how items of information are related.</p>

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<p style="text-align: center;">Week 3</p>	<p>FICTION: <i>Different Stories by the same author</i> Y1- Word Reading Read aloud books, applying phonic knowledge taught. Y2- Word Reading Read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation. Y1- Comprehension Give reasons for preferences from stories. Y2- Comprehension Explain their reactions to texts, commenting on important aspects</p>	<p>FICTION: <i>Stories with familiar settings</i> Y1- Word Reading Look for patterns in sentence structure, for example repetition, rhythm, rhyme. Y2- Word Reading Identify predictable and patterned language. Y1- Comprehension Retrieve facts/information from text. Y2- Comprehension To retrieve and deduce information from text and explain how they know.</p>	<p>POETRY: <i>Poems on a Theme</i> Y1- Word Reading Identify repeated, and rhyming words and their effect. Y2- Word Reading Explore how particular words are used, including words and expressions with similar meanings Y1- Comprehension: Explain their reactions to texts, commenting on important aspects Y2- Comprehension Explain their reactions to texts, commenting on and evaluating important aspects of poetry structure (verse alliteration, rhyme, rhythm)</p>	<p>NON FICTION- Non Chronological reports Y1- Word Reading To read words of more than one syllable. Y2- Word Reading Read words word –s, -es, -ing, -ed and –est endings. Y1- Comprehension Become increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales and non fiction types e.g. dictionaries, Thesaurus. Y2- Comprehension Link what they read with their own experiences. Explain clearly their understanding of what is read to them.</p>	<p>FICTION- Extended Stories Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable (look and say, contextual cues) Y2- Word Reading Read independently and with increasing fluency longer and less familiar text, including reading on and using context Y1- Comprehension Give reasons why things happen or characters change Y2- Comprehension Make inferences on the basis of what is said and done.</p>	<p>FICTION- Stories on a theme Y1- Word Reading Blend sounds accurately in unfamiliar words. Y2- Word Reading Develop topic banks of words, retrieving these from the text. Y1- Comprehension Give reasons why things happen or characters change Y2- Comprehension Make inferences on the basis of what is said and done.</p>
<p style="text-align: center;">Week 4</p>	<p>NON-FICTION: Information Texts Y2- Word reading Use syntax and context to build their store of vocabulary when reading for meaning Y1- Word Reading: Further apply phonic knowledge and skills to decode unfamiliar words. Y1- Comprehension Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently. Y1/2-Comprehension Distinguish fiction and non-fiction texts and the different purposes for reading them Explain organisational features of texts, including, alphabetical order, layout, diagrams and subheadings,.</p>	<p>FICTION: Traditional Tales Y1/2- Word Reading Read aloud accurately books that are consistent with their developing phonic knowledge. Re-read these books to build up their fluency and confidence in word reading. Y1/2-Comprehension Predict what might happen on the basis of what has been read so far. Y2-Comprehension Make inferences on the basics of what is being said and done.</p>	<p>FICTION: Character Descriptions and Patterned Language Y1- Word Reading Look for patterns, for example repetition, rhythm, rhyme. Y2- Word Reading Identify predictable and patterned language. Y1- Comprehension Recite parts of the text. Y2- Comprehension To express their response, for example which words, phrases or patterns they liked and why.</p>	<p>NON- FICTION: Information Texts Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable Y2- Word Reading Read independently and with increasing fluency longer and less familiar texts Y1- Comprehension Draw on what they already know or on background information and vocabulary provided. Y2- Comprehension Draw together ideas and information from across a whole text, using simple signposts in the text</p>	<p>FICTION- Extended Stories Y1- Word Reading Identify character traits in stories (animals) Y2- Word Reading Give opinions on character traits and actions justifying from the text. Y1- Comprehension Give reasons why things happen or characters change Y2- Comprehension Make inferences on the basis of what is said and done.</p>	<p>POETRY: Really Looking Y1 Word Reading Read most words accurately, without overt sounding and blending, when they have been frequently encountered. Y2 Word Reading Read age appropriate texts fluently and with expression. Y1 Comprehension Explain their reactions to texts, commenting on important aspects. Y2 Comprehension Explore how particular words are used, including words and expressions with similar meanings- using thesaurus and dictionaries.</p>

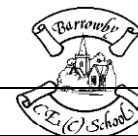


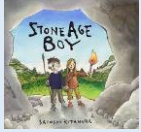



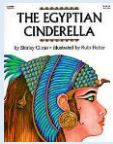
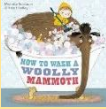





Week 5	<p>NON-FICTION: Information Texts Y1- Word Reading: Further apply phonic knowledge and skills to decode unfamiliar words. Y2- Word reading Use syntax and context to build their store of vocabulary when reading for meaning Y1/2- Comprehension Explain their reactions to texts commenting on important aspects. Y2- Comprehension Draw together ideas and information from across a whole text using simple signposts in the text Recognise the main elements that shape different texts (glossaries, contents and index)</p>	<p>POETRY: Patterns on the Page Y1- Word Reading: Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (linked to ELS). Y2-Word Reading Explore how particular words are used, including words and expressions with similar meanings Y1- Comprehension: Appreciate rhymes and poems and to recite them by heart. Y2-Comprehension Explain their reactions to texts, commenting on important aspects</p>	<p>NON-FICTION: Non Chronological Reports Y1- Word Reading Engage with books though exploring and enacting interpretations Y2- Word Reading Identify new vocabulary linked to topic found in explanation texts. Y1/2- Comprehension Distinguish fiction and non-fiction texts and the different purposes for reading them</p>	<p>NON-FICTION: Non Chronological reports Y1- word reading Use syntax and context to build their store of vocabulary when reading for meaning Y2- Word reading Use syntax, context and self-correction to make meaning of what is read. Y1- Comprehension Explain organisational features of texts, including, alphabetical order, layout, diagrams and subheadings. Y2- Comprehension Recognise the main elements that shape different texts (glossaries, contents and index) Explain their reactions to texts commenting on important aspects</p>	<p>POETRY- Really Looking Y1- Word Reading Read most words accurately, without overt sounding and blending, when they have been frequently encountered. Y2- Word Reading Read fluently and accurately. Y1- Comprehension Explore how particular words are used. Y2- Comprehension Explore how particular words are used, including words and expressions with similar meanings- using thesaurus and dictionaries.</p>	<p>POETRY- Silly Stuff Y1 Word Reading Identify repeated words and alliteration in poems Y2 Word Reading Identify word classes in poems Y1/2 Comprehension To identify how poets use language for effect</p>
Week 6	<p>NON-FICTION: Information Texts Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable. Y2- Word Reading Read, understand and follow instructions from less familiar texts. Y1/2- Comprehension Draw together ideas and information from across a whole text, using simple signposts in the text</p>	<p>POETRY: Patterns on the Page Y1- Word Reading Build banks of words, linked to topic found in books read. Y2-Word Reading Explore why particular words are used, including words and expressions with similar meanings and describe their effect on the reader. Y1- Comprehension Become familiar with key poems (studied), reciting them and considering their characteristics. Y2-Comprehension Explain their reactions to texts, commenting on important aspects</p>	<p>NON-FICTION: Non Chronological Reports Y1- Word Reading Engage with books though exploring and enacting interpretations Y2- Word Reading Identify and use new vocabulary linked to topic found in explanation texts. Y1/2- Comprehension Identify the organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points. Y2- Comprehension Answer questions about how and why things happened, referring and justifying using the text.</p>	<p>POETRY- Silly Stuff Y1/2- Word Reading To identify word classes in poems To read aloud with intonation and expression using features such as alliteration Y1/2- Comprehension To identify how poets use language for effect e.g. alliteration, onomatopoeia rhythm, repetition.</p>	<p>NON -FICTION- Recounts, instructions and invitations Y1- Word Reading Read most words accurately, without overt sounding and blending, when they have been frequently encountered. Y2- Word Reading Read fluently and accurately. Y1- Comprehension Explain their Understanding of texts, commenting on important aspects (literal). Y2- Comprehension Explain their understanding of texts, commenting on important aspects (literal/deduction).</p>	<p>POETRY- Using Senses Y1 Word Reading Identify repeated words and alliteration in poems Y2 Word Reading Identify word classes in poems Y1/2 Comprehension To identify how poets use language for effect To read aloud with intonation and expression using features such as alliteration</p>

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Ongoing	<p>Year 1:</p> <ul style="list-style-type: none">• Apply phonic knowledge and skills as the route to decode words.• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words• Revise and consolidate the GPCs and the common exception words taught in Reception.• Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. <p>Year 2:</p> <ul style="list-style-type: none">• Apply phonic knowledge to decode words until reading is fluent.• Read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• Pupils should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used.• Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding.• Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.
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Year 3 Reading Curriculum						
	Autumn- Stone Age		Spring- Ancient Greeks		Summer- Egyptians	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Stone Age Boy by Satoshi 	Iron Man by Ted Hughes 	How to Train Your Dragon by Cressida Cowell 	Greek Myths and Legends (Theseus and the Minotaur and Icarus and Daedalus)	Varjak Paw by S F Said 	Egyptian Cinderella by Shirley Climo 
Non-fiction	Stone Age Sentinel (various authors)- Newspaper report	How to Wash a Woolly Mammoth by Michelle Robinson – Instructions 	DK Ancient Greece  Usborne- Inside Ancient Greece 		Tutankhamun tomb opening newspaper extract	How to Mummify a Body- instructions
Poetry	I was born in the Stone Age- Michael Rosen 			An ode to the Ancient Greeks- Collins 		Visual literacy: Aladdin Market clip 
Week 1	FICTION – Stone Age Boy Word Reading Apply phonic knowledge to explore and use new topic specific and descriptive vocabulary. Comprehension Use dictionaries and glossaries to check the meaning of words that they have read which may be subject specific, e.g. Neanderthal, Homo Sapiens.	FICTION – The Iron Man Word Reading Apply phonic knowledge to explore and use new topic specific and descriptive vocabulary. Comprehension Identify adjectives and verbs (and other descriptive elements e.g. similes) and how they impact the narrative and description.	FICTION – How to Train your Dragon Word Reading Apply growing knowledge of root words, prefixes, (e.g. dis & in) and suffixes (e.g. s, es), both to read aloud and understand the meaning of new words they meet. Comprehension Identify how the author has created a mythical world through the use of language.	FICTION – Greek Myths and Legends Word Reading Read accurately words with common suffixes & more than two syllables. Comprehension Identify genre and story themes (link to History topic/ curriculum- Greek Myths)	NON – FICTION- Newspaper report Word Reading Use contextual clues and other reading strategies to explore potential meaning of unfamiliar vocabulary. Comprehension Listen to, read and discuss a wide range of non-fiction and reference books and identify features. Read books that are structured in different ways and reading for a range of purposes, e.g. comparing encyclopaedias with magazine articles.	POETRY- Visual Literacy- Aladdin Market clip Word Reading Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words they meet. Comprehension Increase their familiarity with a wide range of poetry, reciting these with confidence and identifying features they would like to incorporate into their writing.



Week 2	<p>FICTION – Stone Age Boy Word Reading Read accurately words with common suffixes & more than two syllables (link to Essential Spelling) Comprehension Predict what might happen from details stated and implied.</p>	<p>FICTION – The Iron Man Word Reading Read accurately words with common suffixes & more than two syllables. Comprehension Make predictions based on what has happened, has been stated or implied and justify this.</p>	<p>FICTION – How to Train your Dragon Word Reading Apply growing knowledge of root words, prefixes, (e.g. dis & in) and suffixes (e.g. ies, er, est, ed & ing), both to read aloud and understand the meaning of new words they meet Comprehension Deduce ideas about characters and use what has happened so far to suggest suitable/ alternative endings.</p>	<p>FICTION – Greek Myths and Legends Word Reading Read accurately words with common suffixes & more than two syllables. Comprehension Check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>NON – FICTION- Newspaper report Word Reading Use contextual clues and other reading strategies to explore potential meaning of unfamiliar vocabulary, particularly technical language. Comprehension Read books/articles that are structured in different ways and reading for a range of purposes. Use features of newspaper article to locate and identify information about historical events.</p>	<p>POETRY- Visual Literacy- Aladdin Markey clip Word Reading Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words they meet. Comprehension Increase their familiarity with a wide range of poetry, reciting these with confidence and identifying features they would like to incorporate into their writing. (writing focus this week using reading stimulus and visual literacy)</p>
Week 3	<p>FICTION – Stone Age Boy Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. (link to Essential spelling) Comprehension Comment on the way characters relate to each other in stories and why they are included.</p>	<p>FICTION – The Iron Man Comprehension Identify character traits and how the author has described them.</p>	<p>FICTION – How to Train your Dragon Comprehension Make inferences about characters’ feelings, thoughts and motives.</p>	<p>FICTION – Greek Myths and Legends Word Reading Read accurately words with common suffixes & more than two syllables. Comprehension Read books/ letters that are structured in different ways and read for a range of purposes drawing out meaning about the messages contained within them.</p>	<p>FICTION- Varjak Paw Word Reading Fluently read aloud with intonation and expression. Comprehension Draw inferences such as inferring characters’ feelings, thoughts and motives.</p>	<p>NON FICTION – How to Mummify a Body- instructions Word Reading Test out different pronunciations when reading aloud to develop and familiarise themselves with new vocabulary. Comprehension Identify how language, structure, and presentation contribute to meaning. Drama Use role play to act out their instructions and think about how to ensure that each step is clear.</p>
Week 4	<p>FICTION – Stone Age Boy Comprehension Read to understand that diaries are written in the 1st person and the past tense. Make distinctions between what is historically accurate and what modern ideas have been added by an author</p>	<p>FICTION – The Iron Man Comprehension Summarise key story events and how one event leads to another- cause and effect/story structure.</p>	<p>FICTION – How to Train your Dragon Comprehension Make inferences about characters’ feelings, thoughts and motives and justify their ideas based on evidence from the text.</p>	<p>FICTION – Greek Myths and Legends Comprehension Make links between myths and historical context and what it tells us about this time in History using text references to justify ideas.</p>	<p>FICTION- Varjak Paw Word Reading Fluently read aloud with intonation and expression, taking into account a wider range of punctuation with more challenging texts. Comprehension</p>	<p>FICTION- Egyptian Cinderella Word Reading Apply phonic and sight knowledge to explore and use new topic specific and descriptive vocabulary. Comprehension Read books/ letters that are structured in different ways and read for a range of</p>

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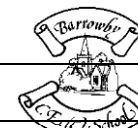


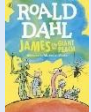
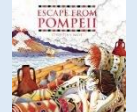
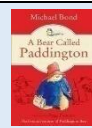

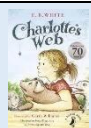










					Draw inferences such as inferring characters' feelings, thoughts and motives.	purposes (e.g. formal and informal letters).
Week 5	<p>NON- FICTION- Stone Age Sentential Newspaper Word Reading Read further exception words, noting unusual correspondences between spelling and sound, e.g. artefacts, nomadic, Palaeolithic, Mesolithic and Neolithic. Comprehension Listen to and discuss a wide range of non-fiction and reference books and identify features, focussing on features of newspaper to support writing.</p>	<p>NON-FICTION- Instructions- How to Wash a Woolly Mammoth Word Reading Apply growing knowledge of root words, prefixes, (e.g. un, mis, dis & in) and suffixes (e.g. s, es, ies, er, est, ed & ing), both to read aloud and understand the meaning of new words they read. Comprehension Read books that are structured in different ways and reading for a range of purposes. Identify how language, structure, and presentation contribute to meaning.</p>	<p>NON-FICTION- Information Texts Word Reading Read further exception words, noting unusual correspondences between spelling and sound. Comprehension Read and discuss a wide range of non-fiction and reference books and identify features and find out information related to the topic.</p>	<p>POETRY- An Ode to the Greeks Word Reading Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words they meet. Comprehension Listen to and discuss a wide-range of poetry, relating to the topic, noting the features e.g. layout, language and structure.</p>	<p>FICTION- Varjak Paw Word Reading Fluently read aloud with intonation and expression, taking into account a wider range of punctuation with more challenging texts. Comprehension Draw inferences such as inferring characters' feelings, thoughts and motives.</p>	<p>FICTION- Egyptian Cinderella Word Reading Read accurately words with common suffixes & more than two syllables. Comprehension Check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>
Week 6	<p>POETRY- I was born in the Stage Word Reading Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words they meet. Comprehension Develop positive attitudes to reading and understand what they have read by sharing and recommending poems to others. Increase familiarity with a new range of poetry, reciting these with confidence. Identify how language, structure, and presentation contribute to meaning.</p>	<p>NON-FICTION- Instructions- How to Wash a Woolly Mammoth Comprehension/Drama Identify how language, structure, and presentation contribute to meaning. Use role play to act out instructions and think about how to ensure that each step is clear.</p>	<p>NON-FICTION- Information Texts Word Reading Test out different pronunciations when reading aloud to develop and familiarise themselves with new vocabulary. Comprehension Read non-fiction books that are structured in different ways and read for a range of purposes e.g. literal retrieval, deduction. Identify how language, structure, and presentation contribute to meaning and understanding.</p>	<p>POETRY- An Ode to the Greeks Comprehension Increase their familiarity with a wide range of poetry, reciting these with confidence using intonation and actions.</p>	<p>FICTION- Varjak Paw Word Reading Fluently read aloud with intonation and expression, taking into account a wider range of punctuation with more challenging texts. Comprehension Draw inferences such as inferring characters' feelings, thoughts and motives and explain how this shapes the story.</p>	<p>FICTION- Egyptian Cinderella Word Reading Read accurately words with common suffixes & more than two syllables. Comprehension Check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>

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ongoing	<ul style="list-style-type: none">• At the beginning of Y3, all children who did not achieve the expected level in the Phonic Screener at the end of Y2 must continue with a programme of structured, synthetic phonics to fill the gaps and meet the expectation. Books given to them need to match their phonic ability closely with 95-98 accuracy to ensure fluency.• By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. Children should be developing their knowledge and skills in reading non-fiction about a wide range of subjects.
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	Autumn- Romans		Spring- Grantham		Summer- Anglo Saxons	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	James and the Giant Peach by Roald Dahl 	Escape from Pompeii by Christina Balit 	Paddington by Michael Bond 	Easter Praise- Play script (Performance) Moondial by Helen Creswell 	Charlotte's Web by E.B White  The Sword in the Stone- play- Scholastic 	The heroic tale of Hiltgunt and Waldere by Rosalind Kerven (Scholastic)  Beowulf (Various authors) 
Non fiction	PGL leaflet (for recount) 	Roman Newspaper 	Grantham tourist board The Grantham Journal 		Anglo- Saxon information texts (various online texts)	How to be an Anglo Saxon soldier (for instructions/persuasion) 
Poetry	The destruction of Pompeii by Paul Perro 	Pompeii by Scholastic 		Nature poetry (Various sources)- linked to Belton house visit		Anglo Saxon riddles from the ancient manuscript the Exeter Book 
Week 1	FICTION- James and the Giant Peach Word Reading Ensure decoding skills are rapid Comprehension Listen to and discuss a wide range of stories in relation to class book- identifying themes, similarities and differences.	FICTION-Escape from Pompeii Word Reading Read and understand a wide range of topic specific vocabulary develop reading in silence Comprehension Understand how language and phrases change over time. Identify themes	FICTION- Paddington Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Comprehension Increase their familiarity with a wide range of books, including classic children's literature and retell orally and in writing.	FICTION- Moondial Word Reading Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Comprehension Make links between literature and their own understanding, experiences, locality and historical enquiry.	FICTION- Charlotte's Web Word Reading Consider the emphasis of certain words and the impact of them. Comprehension Deduce meaning from story setting, events and characters.	NON-FICTION- How to be an Anglo Saxon Soldier Word Reading Identify persuasive imperative verbs and use knowledge of other words to read these as appropriate. Comprehension Use knowledge of different organisational features of texts to find information effectively and be able to discuss, answer and reflect upon it to show their understanding.

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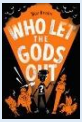




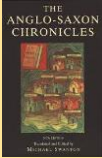
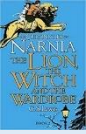



			Identify themes and conventions in a wide range of books.			-retrieve information from text.
Week 2	<p>FICTION- James and the Giant Peach Word Reading Read words quickly using sight vocabulary Comprehension Retell stories orally using language from book and identify authorial intent.</p>	<p>FICTION-Escape from Pompeii Word Reading Read and understand a wide range of topic specific vocabulary develop reading in silence Comprehension ask questions to improve their understanding of a text</p>	<p>FICTION- Paddington Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Comprehension Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p>	<p>FICTION- Moondial Word Reading Apply their growing knowledge etymology and morphology to understand the meaning of new words they meet. Comprehension Make deductions about characters' feelings, thoughts and motives from their actions.</p>	<p>FICTION- Charlotte's Web Word Reading Read aloud to further develop fluency, expression and intonation. Comprehension Develop a further understanding of what they read, in books by: -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied</p>	<p>NON-FICTION- How to be an Anglo Saxon Soldier Word Reading Skim and scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences to appraise their usefulness in supporting the reader to gain information effectively. Comprehension Retrieve information from a variety of sources.</p>
Week 3	<p>FICTION- James and the Giant Peach Word Reading Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension Predict what might happen from details stated or implied</p>	<p>NON – FICTION – Roman Newspaper Word Reading Identify word patterns Identify how words have changed over time Comprehension consider the actions and behaviour of people through deduction (historical link) -explore organisational features of texts, e.g. features of a newspaper report</p>	<p>FICTION- Paddington Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Comprehension Justify inferences with evidence from the text.</p>	<p>FICTION- Moondial Word Reading Apply their growing knowledge etymology and morphology to understand the meaning of new words they meet. Comprehension Make deductions about characters' feelings, thoughts and motives from their actions.</p>	<p>FICTION- Charlotte's Web Word Reading Read aloud to further develop fluency, expression and intonation. Comprehension Make plot summaries linking cause and effect.</p>	<p>FICTION- The heroic tale of Hiltgunt and Waldere Word Reading Read aloud to further develop fluency, expression and intonation. Comprehension justify preferences and views with evidence from the text -use dictionaries to check the meaning of words they don't understand</p>
Week 4	<p>FICTION- James and the Giant Peach Word Reading Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension Make inferences on the basis of what has been said or done</p>	<p>NON – FICTION – Roman Newspaper Word Reading Test out different pronunciations of new words / historical words. Comprehension Draw inferences such as inferring people's feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text.</p>	<p>NON – FICTION – Grantham Journal/ tourist board Word Reading Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences. Comprehension Read books/texts that are structured in different ways and read for a range of purposes.</p>	<p>POETRY- Nature Word Reading Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension Discuss words and phrases that capture the reader's interest and imagination</p>	<p>NON FICTION- Anglo Saxon Information texts Word Reading Use their knowledge of words learnt in spelling to further explore intonation and broadening of vocabulary Comprehension Develop a further understanding of what they read, in books by: -checking that the text makes sense to them, discussing their</p>	<p>FICTION- The heroic tale of Hiltgunt and Waldere Word Reading Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension Participate in discussion about books that are read to them and those they can read for</p>



				recognise some different forms of poetry [for example, free verse, narrative poetry]	understanding and explaining the meaning of words in context -asking questions to improve their understanding of a text	themselves, taking turns and listening to what others say.
Week 5	<p>NON – FICTION - PGL leaflet Word Reading Decode new and unfamiliar words Comprehension Use knowledge of different organisational features of texts to find information effectively</p>	<p>POETRY- Pompeii Word Reading explore works by different poets about the same topic. Comprehension preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Word Reading Collect information from a variety of sources. Comprehension Use dictionaries to check the meaning of words that they have read.</p>	<p>FICTION/PLAY TEXT Word Reading Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>NON FICTION- Anglo Saxon Information texts Word Reading Use their knowledge of words learnt in spelling to further explore comprehension and broadening of vocabulary Comprehension Develop a further understanding of what they read, in books by: -identifying main ideas drawn from more than one paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning.</p>	<p>POETRY- Anglo Saxon riddles Word Reading Hear, read and respond to a range of poems, which use similes and simple images to create a vivid picture. Comprehension Recognise some different forms of poetry. e.g. conduct research using a range of texts and internet based resources to develop subject understanding related to topic.</p>
Week 6	<p>POETRY- The destruction of Pompeii Word Reading apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Comprehension Research and read a range of poetry to develop poem ideas. Understand that different poets and authors represent the same thing in different ways.</p>	<p>POETRY- Pompeii Word Reading explore works by different poets about the same topic. Comprehension Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>NON – FICTION – Grantham Journal/ tourist board Word Reading Collect information from a variety of sources. Comprehension Retrieve information from texts.</p>	<p>FICTION/PLAY TEXT Word Reading Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>FICTION- The Sword and the Stone, play text Word Reading show awareness of audience when reading aloud, selecting a range of appropriate techniques to suit. Comprehension -discuss play texts by different play wrights referring to styles and themes</p>	<p>POETRY- Anglo Saxon riddles Word Reading Hear, read and respond to a range of poems, which use similes and simple images to create a vivid picture. Comprehension Explore texts/poems through questioning and discussion to deepen and clarify understanding and response. Share a personal response</p>
ongo	In Y4 they should be learning to justify their views about what they have read: increasingly independently by the end of the year.					



Year 5 Reading Curriculum

	Autumn- The Shang Dynasty	Spring- Vikings	Summer- Leisure and Entertainment
Fiction	Who Let the Gods Out By Maz Evans 	Planet Description video- Literacy Shed 	Jotun visual literacy- Literacy Shed 
Non fiction	National Space Centre information leaflet  Stargazing for Beginners- DK  Newspaper report extracts- Moon landing, Space X	Anglo Saxon Chronicle 	Lion the Witch and the Wardrobe by CS Lewis 
Poetry	Collection of 'Folk Poems' from The Book of Songs (BBC) 	Psalm 8 (CC RE) 	Butlins holiday brochure - Travel journal extracts 
Week 1	FICTION- Who Let the God's Out? Word Reading Identify features/language in the text, such as the use of words to describe the characters. Comprehension Ask questions to improve understanding.	NON FICTION Word Reading Ask relevant questions to extend their understanding and knowledge Comprehension Identify how language, structure and presentation contribute to meaning distinguish between statements of fact and opinion. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	FICTION- The Lion, The Witch and the Wardrobe Word Reading Continue to refine and understand the etymology and morphology of words and identify root words. Comprehension Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
			FICTION- Windrush Child Word Reading Read aloud and to understand the meaning of new words that they meet. Comprehension Predict what might happen from details stated and implied
			FICTION- The Famous Five Word Reading/Drama Act out scenes and continue stories based on inferred character's feelings. Comprehension Listen and respond appropriately to adults and their peers.

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Week 2	<p>FICTION- <i>Who Let the God's Out?</i> Word Reading Identify features/language in the text, such as the use of words to describe the characters. Comprehension Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>NON FICTION Word Reading Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Comprehension Retrieve, record and present information from non-fiction, from published books and peers' work.</p>	<p>POETRY Word Reading Learn a wider range of poetry by heart. Comprehension Listen to peers performing poetry and give feedback of aspects they enjoyed and way the performance could be enhanced. 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.</p>	<p>FICTION- <i>The Lion, The Witch and the Wardrobe</i> Word Reading Continue to refine and understand the etymology and morphology of words and identify root words. Comprehension Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>FICTION- <i>Windrush Child</i> Word Reading Read aloud and to understand the meaning of new words that they meet. Comprehension Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>FICTION- <i>The Famous Five</i> Word Reading/Drama Act out scenes and continue stories based on inferred character's feelings. Comprehension Listen and respond appropriately to adults and their peers.</p>
Week 3	<p>FICTION- <i>Who Let the God's Out?</i> Word Reading Identify features/language in the text, such as the use of words to describe settings. Comprehension Predict what might happen from details stated and implied.</p>	<p>NON FICTION Word Reading Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Comprehension 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>POETRY Word Reading Identify features of the poems such as figurative language, personification, alliteration and other features of creative writing. Comprehension Justify the author's/poet's selection of language within poems and riddles.</p>	<p>FICTION- <i>The Lion, The Witch and the Wardrobe</i> Word Reading Continue to refine and understand the etymology and morphology of words and identify root words. Comprehension Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>FICTION- <i>Windrush Child</i> Word Reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology). Comprehension Provide reasoned justifications for their views.</p>	<p>FICTION- <i>The Famous Five</i> Word Reading/Drama Develop fluency and intonation through reading aloud. Comprehension Articulate and justify answers, arguments and opinions.</p>
Week 4	<p>FICTION- <i>Who Let the God's Out?</i> Word Reading Draw upon their own experiences to justify the action of the characters linking to new vocabulary. Comprehension Identify how language, structure and presentation contribute to meaning.</p>	<p>POETRY Word Reading Read poems aloud to peers using appropriate intonation. Select and use appropriate registers for effective communication Comprehension Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and</p>	<p>NON- FICTION Word Reading Develop their understanding of words when used in context. Comprehension Identify how language, structure and presentation contribute to meaning. Provide reasoned justifications for their views.</p>	<p>FICTION- <i>The Lion, The Witch and the Wardrobe</i> Word Reading Develop their understanding of Old English and use their knowledge of current language to ascertain the meaning of unfamiliar words. Comprehension Discuss and evaluate how authors use language, including figurative language,</p>	<p>FICTION- <i>Windrush Child</i> Word Reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology). Comprehension Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>FICTION- <i>The Famous Five</i> Word Reading/Drama Develop fluency and intonation through reading aloud. Comprehension Articulate and justify answers, arguments and opinions.</p>

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		volume so that the meaning is clear to an audience Identify how language, structure and presentation contribute to meaning.		considering the impact on the reader.	Distinguish between statements of fact and opinion.	
Week 5	<p>FICTION- <i>Who Let the God's Out?</i> Word Reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Comprehension Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>POETRY Word Reading Speak audibly and fluently with an increasing command of Standard English. Comprehension Learn a wider range of poetry by heart.</p>	<p>NON- FICTION Word Reading Develop their understanding of words when used in context. Comprehension 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>FICTION- <i>The Lion, The Witch and the Wardrobe</i> Word Reading Develop their understanding of Old English and use their knowledge of current language to ascertain the meaning of unfamiliar words. Comprehension Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>NON- FICTION Word Reading Read aloud and to understand the meaning of new words that they meet. Comprehension Read books that are structured in different ways and reading for a range of purposes. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>POETRY Word Reading To be able to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology). To both to read aloud and to understand the meaning of new words that they meet. Comprehension 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.</p>
Week 6	<p>FICTION- <i>Who Let the God's Out?</i> Word Reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Comprehension Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>FICTION Word Reading Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas as we read through the story. Comprehension Deduce facts and give opinions about the story and characters. Articulate and justify answers, arguments and opinions based on the text. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings about characters, settings and the story as a whole</p>	<p>NON- FICTION Word Reading Develop their understanding of words when used in context. Comprehension Retrieve, record and present information from non-fiction sources.</p>	<p>NON- FICTION Word Reading Identify the technical vocabulary within factual reports. Comprehension Distinguish between fact and opinion, through reading and discussion of the content.</p>	<p>NON- FICTION Word Reading Read aloud and to understand the meaning of new words that they meet. Retrieve, record and present information from non-fiction Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To identifying how language, structure and presentation contribute to meaning.</p>	<p>POETRY Word Reading To be able to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology). To both to read aloud and to understand the meaning of new words that they meet. Comprehension 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.</p>

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ongoing	<ul style="list-style-type: none">• By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.• They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.• It is imperative that pupils are taught to read during their last two years at primary school if they enter Year 5 not being able to do so. Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.• The knowledge and skills that pupils need in order to comprehend are very similar at different ages.
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Year 6 Reading Curriculum						
	Autumn- WW2		Spring- Walk on the Wild Side		Summer- London	
Fiction	Secrets of a Sun King by Emma Carroll 	Alchemist's Letter Visual Literacy 	The Girl who Stole an Elephant by Nizrana Farook 	Oktapoti Visual Literacy 	Kensuke's Kingdom by Michael Morpurgo 	Matilda Play Script Matilda Roald Dahl Romeo and Juliet 
Non fiction	Bomber Command leaflet  And various other selected texts for non fiction comprehensions		National geographic- Do you want to live in the mountains? David Attenborough- Evolution and inheritance 		London 2012 Olympic commentary 	London travel guide Autobiography of Shakespeare
Poetry	War Poems	The Living Years	The Raven by Edgar Allen Poe 	Just So Stories by Rudyard Kipling 	Landmark Poetry	
Week 1	FICTION: <i>Secrets of a Sun King</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Develop skimming and scanning skills to retrieve ideas and information about story events.	POETRY: <i>various War Poetry</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Read poetry and begin to discuss the author's language choices. Identify different forms and structures of poetry.	FICTION: <i>The Girl who Stole an Elephant</i> Word Reading Use understanding of the etymology and morphology of words and identify root words and why they appear in text. Comprehension Maintain positive attitudes to reading and understanding what they read through DEAR and class novel time.	NON- FICTION: Word Reading Continue to build fluency, accuracy and pace. Comprehension Continue to read and discuss an increasingly wide range of nonfiction and reference/text books.	FICTION: <i>Kensuke's Kingdom</i> Word Reading Read aloud fluently and accurately in order to understand the meaning of new words that they meet. Comprehension Use skimming and scanning skills for retrieval.	FICTION: <i>Matilda</i> Word Reading Identify and comment on use of language and techniques for building tension (word level) Comprehension Act out scenes from Matilda/Freeze frames

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Week 2	<p>FICTION: <i>Secrets of a Sun King</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Make inferences based on the text. Discuss features used for building tension</p>	<p>NON FICTION: See Y6 Non Fiction text lists (embedded above) Word Reading Continue to build fluency, accuracy and pace. Comprehension Develop understand of the layout and language features of a brochure/information text.</p>	<p>FICTION: <i>The Girl who Stole an Elephant</i> Word Reading Use understanding of the etymology and morphology of words and identify root words and why they appear in text. Comprehension Increase familiarity with a wide range of books including traditional stories (5 minute stories), modern fiction and fiction from our heritage (Shakespeare). Use skimming and scanning skills</p>	<p>NON- FICTION: Word Reading Continue to build fluency, accuracy and pace. Comprehension Develop understand of the layout and language features of a brochure/information text. Draw together information from a variety of sources. Retrieve, record and present information.</p>	<p>FICTION: <i>Kensuke's Kingdom</i> Word Reading Read aloud fluently and accurately in order to understand the meaning of new words that they meet. Comprehension Discuss features used for building tension and description.</p>	<p>FICTION: <i>Matilda</i> Word Reading Identify and comment on use of language and techniques for building tension (word level) Comprehension Develop an understanding of the layout and language features of a play text.</p>
Week 3	<p>FICTION: <i>Secrets of a Sun King</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Read for understanding, checking unknown words by reading them in context. Develop understanding of the layout and language features of a story/diary.</p>	<p>NON FICTION: See Y6 Non Fiction text lists (embedded above) Word Reading Continue to build fluency, accuracy and pace. Comprehension Draw together information from a variety of sources.</p>	<p>FICTION: <i>The Girl who Stole an Elephant</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Make inferences based on the text/film; characters feelings, thoughts and motives for their actions, and justify with evidence from the text</p>	<p>NON- FICTION: Word Reading Continue to build fluency, accuracy and pace. Comprehension Develop formal presentations and debates, explaining and discussing their understanding. Provide reasoned justifications for their views</p>	<p>FICTION: <i>Kensuke's Kingdom</i> Word Reading Read aloud fluently and accurately in order to understand the meaning of new words that they meet. Comprehension Read for understanding, checking unknown words by reading them in context.</p>	<p>NON-FICTION: <i>Shakespeare Autobiography</i> Word Reading Use examples of autobiographies of well-known people identify and discuss their own experiences. Use snowballing/envoying activities for sharing information. Comprehension Increase familiarity with a wide range of books: modern fiction and fiction from our heritage (Shakespeare).</p>
Week 4	<p>FICTION: <i>Secrets of a Sun King</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Begin to structure more detailed responses when responding to questions about a text. (3 mark SATS questions)</p>	<p>NON FICTION: See Y6 Non Fiction text lists (embedded above) Word Reading Continue to build fluency, accuracy and pace. Comprehension Draw together information from a variety of sources</p>	<p>FICTION: <i>The Girl who Stole an Elephant</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Make inferences based on the text/film; characters feelings, thoughts and motives for their actions, and justify with evidence from the text.</p>	<p>FICTION: <i>Oktapoti</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Maintain positive attitudes to reading and understanding what they read through DEAR and class novel time. Increase familiarity with a wide range of books including traditional stories, modern fiction and fiction from our heritage (Shakespeare).</p>	<p>FICTION: <i>Kensuke's Kingdom</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Make inferences about characters based on authorial intent.</p>	<p>NON-FICTION: <i>Persuasive information</i> Word Reading Use snowballing/envoying activities for sharing information. Watch/ read persuasive adverts and identify language and structures used for effect. Comprehension Plan information texts using talk for writing strategies such as story maps and orally giving information.</p>



Week 5	<p>FICTION: <i>Secrets of a Sun King</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Structure more detailed responses when responding to questions about a text using justification and quotation (3 mark SATS questions)</p>	<p>FICTION: Alchemist's Letter Word Reading/ Comprehension Watch clips and focus on how sound effects have been used and the affect that this has.</p>	<p>FICTION: <i>The Girl who Stole an Elephant</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Discuss features used for building tension.</p>	<p>POETRY: Rudyard Kipling Word Reading Read with expression and appropriate intonation for reading to an audience. Comprehension Read poetry and to discuss the poet's language choices and their impact. Develop a greater understanding of different forms and structures of poetry.</p>	<p>NON FICTION: <i>London Olympics</i> Word Reading Identify and use topic specific vocabulary. Comprehension Develop understand of the layout and language features of a brochure/information text.</p>	<p>POETRY: <i>Landmark Poetry</i> Word Reading Read with expression and appropriate intonation for reading to an audience. Comprehension Read poetry and begin to discuss the author's language choices.</p>
Week 6	<p>POETRY: <i>various War Poetry</i> Word Reading Continue to build fluency, accuracy and pace. Comprehension Read poetry and begin to discuss the author's language choices.</p>	<p>FICTION: Alchemist's Letter Word Reading/ Comprehension Watch clips and focus on how sound effects have been used and the affect that this has.</p>	<p>POETRY: <i>The Raven</i> Word Reading Read with expression and appropriate intonation for reading to an audience. Comprehension Read poetry and begin to discuss the author's language choices. Develop an understanding of different forms and structures of poetry. Identify themes and conventions in and across a wide range of reading and writing. Make comparisons across poems.</p>	<p>POETRY: Rudyard Kipling Word Reading Read with expression and appropriate intonation for reading to an audience. Comprehension Identify themes and conventions in and across a wide range of reading and writing. Make further comparisons across poems.</p>	<p>NON FICTION: <i>London Olympics</i> Word Reading Identify and use topic specific vocabulary. Comprehension Draw together information from a variety of sources.</p>	<p>POETRY: <i>Landmark Poetry</i> Word Reading Read with expression and appropriate intonation for reading to an audience. Comprehension Develop and in depth understanding of different forms and structures of poetry.</p>
Ongoing	<ul style="list-style-type: none"> At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. By the beginning of year 6, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. Pupils should continue to apply what they have already learnt to more complex writing. 					



<p>Whole School Reading for Pleasure Curriculum</p> <p>Children deserve a rich curriculum which encourages extensive reading of whole books and other kinds of text. Reading for pleasure is a core part of every child’s educational entitlement, whatever their background or attainment because we understand that extensive reading and exposure to a wide range of texts can make a huge contribution to their educational achievement. By promoting the concepts of reading for 'fun', 'enjoyment' and 'pleasure' we ensure that we include a range of ‘real books’ within the Curriculum for English, during story time, as well as many opportunities for sustained reading from a range of other self-chosen texts from our school library/reading corner.</p> <p>All staff should be ‘reading role models’ and we ensure that adults share their favourite texts with children as an integral part of lessons, story time, assemblies, book fairs and themed weeks.</p> <p>Below is an outline of the whole school focus week by week for class story time but it must be stressed that each story time is unique due to book, class, teacher and theme. The overarching aim of story time is to read for pleasure</p>						
	Autumn		Spring		Summer	
Week 1	Prediction	Character empathy	Prediction	Character empathy	Prediction	Character empathy
Week 2	Vocabulary and word meaning	Story settings	Vocabulary and word meaning	Story settings	Vocabulary and word meaning	Story settings
Week 3	Retrieval	Summarising	Retrieval	Summarising	Retrieval	Summarising
Week 4	Inference	Cross curricular links	Inference	Cross curricular links	Inference	Cross curricular links
Week 5	Sequencing	Author study	Sequencing	Author study	Sequencing	Author study
Week 6	Authorial intent	Reading for performance	Authorial intent	Reading for performance	Authorial intent	Reading for performance

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