



ENGLISH

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.

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.



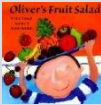


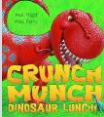

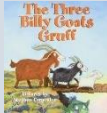
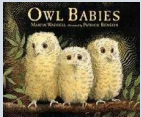




IMPACT: By the end of each year, each phase of education and by the time children leave the school; our carefully sequenced Reading Curriculum will allow children to be fluent readers who can successfully engage with a range of texts for a wealth of

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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 A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<p><i>Stories with familiar themes</i> ORT- The Toy's party</p> <p>Funny Bones by Janet and Allan Ahlberg</p> <p>Oliver's Fruit Salad by Vivien French</p>   	<p><i>Imaginary Settings</i> Polar Express</p> <p>The Snowman by Raymond Briggs</p> <p>Zog by Julia Donaldson</p>  	<p><i>Fantasy Stories and imaginary settings</i> Crunch, munch, dinosaur lunch by Paul Bright</p> <p>DVD clips Ice Age, Dawn of the Dinosaurs</p>  		<p><i>Fantasy stories</i> Castles</p> <p><i>Traditional Tales</i> Billy Goat's Gruff (Various authors)</p> 	<p><i>Stories with familiar settings</i> Owl Babies by Martin Waddell</p> 
Non fiction	<p><i>Information</i> Look here: Senses</p> 	<p><i>Instructions</i> How to make a puppet by Claire Llewellyn</p> 	<p>Mary Anning- BBC clip (writing focus)</p>	<p><i>Information Texts</i> Fossils <i>Explanations</i> Information leaflet Dinosaur Life Cycle by Scholastic</p> 	<p><i>Finding Information</i> Castles</p>	<p><i>Historical Information</i> The Great fire of London by Scholastic</p>  <p><i>Topical Information</i> Madagascar by Sir David Attenborough</p>
Poetry	<p><i>Nursery rhymes and Action rhymes</i></p>	<p><i>Poems on a theme</i> Autumn poetry inspired by nature (compilation available on G Drive)</p>		<p><i>Poems on a Theme</i> Dinosaur poem</p>	<p><i>Patterns on the Page</i> Spring Poetry</p>	
Suggested support for children with additional needs	<p><i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips,</p>	<p><i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high</p>	<p><i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips</p>	<p><i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high</p>	<p><i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips,</p>	<p><i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips.</p>

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<p>when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping <i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences. <i>Reducing reliance on memory:</i> use audio books</p>	<p>language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping. <i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Communication:</i> highlight key words/ images from the text. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p><i>Adult support:</i> understanding of text/ topic and good subject knowledge <i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences.</p>	<p>language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping. <i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p>when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping. <i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences.</p>	<p><i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know. <i>Reducing reliance on memory:</i> use audio books.</p>
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<p>Week 1</p>	<p>POETRY: Nursery rhymes and Action rhymes 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: Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>POETRY: Poems on a theme Reception: Use growing phonemic awareness to decode. Hear and say the initial sound in words. Retrieve words from books Y1-Word Reading: Apply phonic knowledge and skills to decode unfamiliar words. Y1- Comprehension: Appreciate rhymes and poems and to recite them by heart.</p>	<p>FICTION: Fantasy Stories and imaginary settings 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: Information Texts 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 Identify key vocabulary, describing understanding. Y1- Comprehension: Explain what they found out, commenting on important aspects</p>	<p>POETRY: Patterns on the Page Reception: Hear sounds in words with increasing accuracy. 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: Stories with familiar settings Reception: Read sounds in words with increasing accuracy 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>Week 2</p>	<p>POETRY: Nursery rhymes and Action rhymes 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 Y1- Comprehension: Appreciate rhymes and poems and to recite them by heart</p>	<p>FICTION: Stories with familiar themes Reception: Segment sounds in CVC words and blend them together. Begin to identify rhyme in poems and texts. Y1- Word Reading: Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (linked to ELS). Y1- Comprehension Engage with books through exploring and enacting interpretations</p>	<p>FICTION: Fantasy Stories and imaginary settings 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: Explanations Reception: Segment sounds in simple words and blend them together and know which letters represent some of them. Y1- Word Reading Read CEW, noting unusual correspondence between spelling and sound and where these occur in words. Y1- Comprehension: Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>POETRY: Patterns on the Page Reception: Recognise and read suffix endings ed (t), ed (d), er and est 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. Make some inferences.</p>	<p>FICTION: Stories with familiar settings Reception: Read words of more than one syllable that contain taught GPCs 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>

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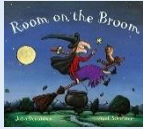




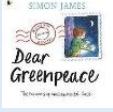

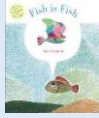


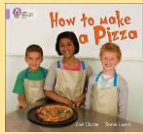


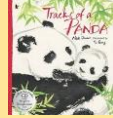






Week 3	<p>FICTION: Stories with familiar themes Reception: Read some high frequency words, and to use developing knowledge of phonics to read simple phonically decodable words and simple sentences. Y1- Word Reading Read aloud books, applying phonic knowledge taught. Y1- Comprehension Give reasons for preferences from stories.</p>	<p>NON FICTION: Instructions Reception: Further link sounds to letters, naming and sounding the letters of the alphabet. 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 Link what they read with their own experiences.</p>	<p>FICTION: Fantasy Stories and imaginary settings 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, describing, and rhyming words and their effect. Y1- Comprehension: Explain their reactions to texts, commenting on important aspects</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 Look for patterns in sentence structure, for example repetition, rhythm, rhyme. Y1- Comprehension Retrieve facts/information from text.</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 Identify character traits in stories (animals) Y1- Comprehension Give reasons why things happen or characters change</p>	<p>NON-FICTION: Historical Information Reception: Identify and explain key features of books e.g. cover, contents, captions, labels Y1- Word Reading: Read words with contractions, understand that the apostrophe represents the omitted letter(s). Y1- Comprehension: discuss word meanings, linking new meanings to those already known.</p>
Week 4	<p>FICTION: Stories with familiar themes Reception: Engage with books and other reading materials at an appropriate phonic level to decode words. Y1- Word Reading: Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (linked to ELS). Y1- Comprehension Engage with books through exploring and enacting interpretations.</p>	<p>FICTION: Imaginary Settings Reception: Read some high frequency words and read simple phonically decodable words. Use the new vocabulary they have heard. 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: Fantasy Stories and imaginary settings 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. Y1- Comprehension Recite parts of the text.</p>	<p>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 Use syntax and context to build their store of vocabulary when reading for meaning Y1- Comprehension Explain organisational features of texts, including, alphabetical order, layout, diagrams and subheadings.</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 Read most words accurately, without overt sounding and blending, when they have been frequently encountered. Y1- Comprehension: Identify stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Predict what might happen on the basis of what has been read so far. Explore how particular words are used</p>	<p>NON-FICTION: Historical Information Reception: Decode simple sentences using segmenting and blending 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>
Week 5	<p>NON-FICTION: Information Reception: Engage with books and other reading materials at an appropriate phonic level to decode words. Y1- Word Reading</p>	<p>FICTION: Imaginary Settings Reception: Link sounds to letters, naming and sounding the letters of the alphabet. Y1- Word Reading:</p>	<p>FICTION: Fantasy Stories and imaginary settings Reception: Engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their</p>	<p>POETRY: Poems on a Theme Reception: Segment the sounds in simple words and blend them together.</p>	<p>NON-FICTION: Finding Information Reception: Identify key features of books e.g. cover, contents, captions, labels Y1- Word Reading</p>	<p>NON-FICTION: Historical Information Reception: Decode simple sentences using segmenting and blending including HFW Y1- Word Reading</p>

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	<p>Know how to tackle unfamiliar words that are not completely decodable.</p> <p>Y1-Comprehension Draw on what they already know or on background information and vocabulary provided.</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (linked to ELS).</p> <p>Y1- Comprehension: Appreciate predictable story phrases and to recite them by heart.</p>	<p>phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</p> <p>Predict what a text might be about by looking at the front cover.</p> <p>Y1- Word Reading Engage with books though exploring and enacting interpretations.</p> <p>Y1- Comprehension: Predict what might happen on the basis of what has been read so far.</p>	<p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Read simple phonically decodable words and simple sentences including taught digraphs and HFW (see ELS)</p> <p>Y1- Word reading Use syntax and context to build their store of vocabulary when reading for meaning</p> <p>Y1-Comprehension: To listen to and discuss a wide range of poems at a level beyond that at which they can read independently, including layout.</p>	<p>Read most words accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Y1- Comprehension Explain their Understanding of texts, commenting on important aspects (literal).</p>	<p>Engage with books though exploring and enacting interpretations</p> <p>Y1- Comprehension Link what they read with their own experiences.</p>
Week 6	<p>NON-FICTION: Information Reception: Engage with a range of print and digital books and non-fiction</p> <p>Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable.</p> <p>Y1- Comprehension Draw together ideas and information from across a whole text, using simple signposts in the text.</p>	<p>FICTION: Imaginary Settings Reception Enjoy an increasing range of print and digital books, both fiction and non-fiction and answer simple questions.</p> <p>Y1- Word Reading: Build banks of words, linked to topic found in books read.</p> <p>Y1- Comprehension: Become familiar with key stories (studied), retelling them and considering their characteristics.</p>	<p>FICTION: Fantasy Stories and imaginary settings Reception: Retell key events from a familiar story.</p> <p>Y1- Word Reading Engage with books though exploring and enacting interpretations</p> <p>Y1- Word Reading Identify and use new vocabulary linked to topic found in explanation texts.</p>	<p>POETRY: Poems on a Theme Reception: Continue a rhyming string and identify alliteration.</p> <p>Engage with books and illustrations to interpret the text.</p> <p>Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable</p> <p>Y1- Comprehension Draw on what they already know or on background information and vocabulary provided.</p>	<p>NON-FICTION: Finding Information Reception: Say and read corresponding sounds for graphemes corresponding split digraphs</p> <p>Y1- Word Reading Read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>Y1- Comprehension Link what they read with</p>	<p>NON-FICTION: Topical Information Reception: Say and read corresponding sounds for graphemes taught (see ELS)</p> <p>Y1- Word Reading: Blend sounds accurately in unfamiliar words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Y1- Comprehension: Check that the text make sense to them as they read and correcting inaccurate reading.</p>
Ongoing	<p>Year 1:</p> <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. 					



Year 1/2 Reading Curriculum Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<p><i>Different Stories by the same author-</i> Author study: Room on the Broom, Gruffalo, Stick Man by Julia Donaldson</p> 	<p><i>Traditional Tales</i> e.g. Jack and the Beanstalk</p> 	<p><i>Fantasy Stories and imaginary settings</i> Katie and the Dinosaurs By James Mayhew  The Dinosaur's Day by Scholastic online text Dinosaur Farm by Fran Preston-Gannon  Stone Girl, Bone Girl by Laurence Anholt  Fossil Girl by Catherine Brighton</p>	<p><i>Character and Setting</i> <i>Descriptions and Patterned Language</i> Jurassic Park DVD Sally and the Limpet by Simon James Dear Greenpeace by Simon James  My Friend Whale by Simon James</p>	<p><i>Extended Stories</i> The Owl who was Afraid of the Dark by Jill Tomlinson  <i>Stories with familiar settings</i> Ugly Duckling (Various versions- KS1 area) Fish is fish by Leo Lionni </p>	<p>Author study: Beatrix Potter  <i>Stories with familiar settings</i> The Feather by Dot Cleve </p>
Non - fiction	<p><i>Instructions-</i> How to make a Pizza (Recipe Big Book) </p>	<p><i>Information Texts-</i> Who was Guy Fawkes? By Twinkl web text </p>	<p><i>Explanations</i> Dinosaur body bits by Scholastic  Fossil hunting (SATs paper) How the Dinosaurs Died (Scholastic)</p>	<p><i>Information Texts</i> Tracks of a Panda by Nick Downson  Ice Bear by Nicola Davis</p>	<p><i>Retrieval</i> The pond/ A First Book of Nature by Nicola Davis- </p>	<p><i>Historical Comprehension/ Information</i> The Great fire of London by Scholastic </p>
Poetry	<p><i>Poems on a Theme-Harvest</i> Poems by Oxford Reading Tree </p>	<p><i>Patterns on the Page-</i> Poetry Anthology by Oxford Reading Tree </p>	<p><i>Poems on a Theme</i> Tyrannosaurus Rex by Paul Cookson  Breaking Free online poem</p>	<p><i>Poems on a Theme</i> Dinosaur Museum- SATs paper</p>	<p><i>Really Looking</i> Riddles (KS1 teaching resources compilation)</p>	<p><i>Silly Stuff</i> Beatrix Potter poems </p>
Suggested support for children with	<p><i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays</p>	<p><i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print</p>	<p><i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays</p>	<p><i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print</p>	<p><i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays</p>	<p><i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print</p>

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	<p><i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print</p> <p><i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping</p> <p><i>Adult support:</i> understanding of text/ topic and good subject knowledge.</p> <p><i>Communication:</i> introduce key vocab explicitly.</p> <p><i>Pupil interaction:</i> use talking partners to develop and reflect on ideas.</p> <p><i>Making tasks relevant:</i> use books based on pupils' own experiences.</p> <p><i>Reducing reliance on memory:</i> use audio books</p>	<p><i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping.</p> <p><i>Adult support:</i> understanding of text/ topic and good subject knowledge.</p> <p><i>Communication:</i> highlight key words/ images from the text.</p> <p><i>Pupil interaction:</i> use talking partners to develop and reflect on ideas.</p> <p><i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p><i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print</p> <p><i>Multisensory Approaches:</i> use subtitles for videos/ film clips</p> <p><i>Adult support:</i> understanding of text/ topic and good subject knowledge</p> <p><i>Communication:</i> introduce key vocab explicitly.</p> <p><i>Pupil interaction:</i> use talking partners to develop and reflect on ideas.</p> <p><i>Making tasks relevant:</i> use books based on pupils' own experiences.</p>	<p><i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping.</p> <p><i>Adult support:</i> understanding of text/ topic and good subject knowledge.</p> <p><i>Pupil interaction:</i> use talking partners to develop and reflect on ideas.</p> <p><i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p><i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print</p> <p><i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping.</p> <p><i>Adult support:</i> understanding of text/ topic and good subject knowledge.</p> <p><i>Communication:</i> introduce key vocab explicitly.</p> <p><i>Pupil interaction:</i> use talking partners to develop and reflect on ideas.</p> <p><i>Making tasks relevant:</i> use books based on pupils' own experiences.</p>	<p><i>Multisensory Approaches:</i> use subtitles for videos/ film clips.</p> <p><i>Adult support:</i> understanding of text/ topic and good subject knowledge.</p> <p><i>Pupil interaction:</i> use talking partners to develop and reflect on ideas.</p> <p><i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p> <p><i>Reducing reliance on memory:</i> use audio books.</p>
Week 1	<p>FICTION: <i>Different Stories by the same author</i></p> <p>Y1- Word Reading Read aloud books, sounding out unfamiliar words</p> <p>Y2- Word Reading Explore how particular words are used for effect, identifying and grouping words by word class.</p> <p>Y1/2- Comprehension Engage with books through exploring and enacting interpretations.</p>	<p>NON-FICTION: <i>Information Texts</i></p> <p>Y2- Word reading Use syntax and context to build their store of vocabulary when reading for meaning</p> <p>Y1- Word Reading: Further apply phonic knowledge and skills to decode unfamiliar words.</p> <p>Y1- Comprehension Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p>Y2-Comprehension Distinguish fiction and non-fiction texts and the different purposes for reading them Explain organisational features</p>	<p>FICTION: <i>Fantasy Stories and imaginary settings</i></p> <p>Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable.</p> <p>Y2- Word Reading Read independently and with increasing fluency longer and less familiar texts</p> <p>Y1- Comprehension Give some reasons why things happen or characters change.</p> <p>Y2- Comprehension Explain clearly, referring to the text, why things happen or characters change.</p>	<p>POETRY: <i>Poems on a Theme</i></p> <p>Y1- Word Reading Identify repeated, and rhyming words and alteration, describing effect.</p> <p>Y2- Word Reading Explain how particular words are used, including words and expressions with similar meanings</p> <p>Y1- Comprehension: Explain what they enjoyed about poetry, commenting on important aspects</p> <p>Y2- Comprehension Explain their reactions to poems, commenting on and evaluating important aspects of structure (verse alliteration, rhyme, rhythm)</p>	<p>FICTION- Extended Stories</p> <p>Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable (look and say, contextual cues)</p> <p>Y2- Word Reading Read independently and with increasing fluency longer and less familiar text, including reading on and using context</p> <p>Y1- Comprehension Discuss the significance of the title and events</p> <p>Y2- Comprehension Predict what might happen on the basis of what has happened so far.</p>	<p>FICTION- Stories with familiar settings</p> <p>Y1- Word Reading Read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>Y2- Word Reading Re-read these books to build up their fluency and confidence in word reading.</p> <p>Y1- Comprehension Link what they read with their own experiences.</p> <p>Y2- Comprehension Make inferences on the basics of what is being set and done.</p>

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		of texts, including, alphabetical order, layout, diagrams and subheadings.				
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>NON-FICTION: <i>Information Texts</i> Y2- Word Reading Use syntax and context to build their store of vocabulary when reading for meaning Y1- Word Reading Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (linked to ELS). 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>FICTION: <i>Fantasy Stories and imaginary settings</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>FICTION: <i>Character Descriptions and Patterned Language</i> Y1- Word Reading Look for patterns, for example repetition, rhythm, rhyme. Y2- Word Reading Identify predictable and patterned language. Y1- Comprehension Interpret parts of the text. Y2- Comprehension To express their response, for example which words, phrases or patterns they liked and why.</p>	<p>FICTION- <i>Extended Stories</i> 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, make some inferences Y2- Comprehension Make inferences on the basis of what is said and done.</p>	<p>NON FICTION- <i>Recounts and invitations</i> 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. Y2- Comprehension Link what they read with their own experiences. Explain clearly their understanding of what is read to them.</p>
Week 3	<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.</p>	<p>FICTION: <i>Traditional Tales</i> 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-Comprehension</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</p>	<p>FICTION: <i>Character Descriptions and Patterned Language</i> Y1- Word Reading Look for patterns in sentence structure, for example repetition, rhythm, rhyme. Y2- Word Reading Identify predictable and patterned language.</p>	<p>FICTION- <i>Extended Stories</i> 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</p>	<p>FICTION- <i>Author Study</i> Y1- Word Reading: Read words with contractions, understand that the apostrophe represents the omitted letter(s). Y2- Word Reading Develop topic banks of words, retrieving these from the text. Y1- Comprehension:</p>



	<p>Y1- Comprehension Give reasons for preferences from stories.</p> <p>Y2- Comprehension Explain their reactions to texts, commenting on important aspects</p>	<p>Link what they read with their own experiences.</p> <p>Y2-Comprehension Check that texts make sense</p>	<p>Y1- Comprehension: Explain their reactions to texts, commenting on important aspects</p> <p>Y2- Comprehension Explain their reactions to texts, commenting on and evaluating important aspects of poetry structure (verse alliteration, rhyme, rhythm)</p>	<p>Y1- Comprehension Retrieve facts/information from text.</p> <p>Y2- Comprehension To retrieve and deduce information from text and explain how they know.</p>	<p>Give reasons why things happen or characters change</p> <p>Y2- Comprehension Make inferences on the basis of what is said and done.</p>	<p>discuss word meanings, linking new meanings to those already known.</p> <p>Give reasons why things happen or characters change</p> <p>Y2- Comprehension Make inferences on the basis of what is said and done.</p>
Week 4	<p>POETRY: Poems on a Theme</p> <p>Y1- Word Reading: Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (linked to ELS).</p> <p>Y2-Word Reading Explore how particular words are used, including words and expressions with similar meanings</p> <p>Y1- Comprehension: Appreciate rhymes and poems and to recite them by heart.</p> <p>Y2-Comprehension Explain their reactions to texts, commenting on important aspects</p>	<p>FICTION: Traditional Tales</p> <p>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.</p> <p>Y1/2-Comprehension Predict what might happen on the basis of what has been read so far.</p> <p>Y2-Comprehension Make inferences on the basics of what is being said and done.</p>	<p>FICTION: Character Descriptions and Patterned Language</p> <p>Y1- Word Reading Look for patterns, for example repetition, rhythm, rhyme.</p> <p>Y2- Word Reading Identify predictable and patterned language.</p> <p>Y1- Comprehension Recite parts of the text.</p> <p>Y2- Comprehension To express their response, for example which words, phrases or patterns they liked and why.</p>	<p>NON_FICTION: Information Texts</p> <p>Y1- Word reading Use syntax and context to build their store of vocabulary when reading for meaning</p> <p>Y2- Word reading Use syntax, context and self-correction to make meaning of what is read.</p> <p>Y1- Comprehension Explain organisational features of texts, including, alphabetical order, layout, diagrams and subheadings.</p> <p>Y2- Comprehension Draw together ideas and information from across a whole text using simple signposts in the text</p>	<p>POETRY- Really Looking</p> <p>Y1- Word Reading Read most words accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Y2- Word Reading Read fluently and accurately.</p> <p>Y1- Comprehension Explore how particular words are used.</p> <p>Y2- Comprehension Explore how particular words are used, including words and expressions with similar meanings- using thesaurus and dictionaries.</p>	<p>NON-FICTION- Historical Comprehension/Information</p> <p>Y1- Word Reading Blend sounds accurately in unfamiliar words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Y2- Word reading Use syntax, context and self-correction to make meaning of what is read.</p> <p>Y1- Comprehension Explain organisational features of texts, including layout, diagrams and captions.</p> <p>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>
Week 5	<p>NON-FICTION: Instructions</p> <p>Y1- Word Reading Know how to tackle unfamiliar words that are not completely decodable.</p> <p>Y2- Word Reading Read independently and with increasing fluency longer and</p>	<p>POETRY: Patterns on the Page</p> <p>Y1- Word Reading: Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (linked to ELS).</p> <p>Y2-Word Reading</p>	<p>NON-FICTION: Explanations</p> <p>Y1- Word Reading Engage with books though exploring and enacting interpretations</p> <p>Y2- Word Reading</p>	<p>NON_FICTION: Information Texts</p> <p>Y1- Word reading Use syntax and context to build their store of vocabulary when reading for meaning</p> <p>Y2- Word reading</p>	<p>NON FICTION- Really Looking</p> <p>Y1- Word Reading Read most words accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Y2- Word Reading Read fluently and accurately.</p>	<p>NON-FICTION- Historical Comprehension/Information</p> <p>Y1- Word Reading Engage with books though exploring and enacting interpretations</p> <p>Y2- Word Reading</p>



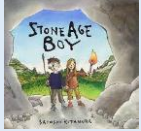




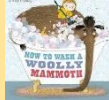





	<p>less familiar texts. Y1/2- Comprehension Draw on what they already know or on background information and vocabulary provided.</p>	<p>Explore how particular words are used, including words and expressions with similar meanings Y1- Comprehension: Appreciate rhymes and poems and to recite them by heart. Y2-Comprehension Explain their reactions to texts, commenting on important aspects</p>	<p>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>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>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>Identify new vocabulary linked to topic found in information texts. Y1- Comprehension Link what they read with their own experiences. Y1- Comprehension Explain reactions to texts commenting on important aspects</p>
Week 6	<p>NON-FICTION: Instructions 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. Y1- Comprehension: Become familiar with key poems (studied), reciting them and considering their characteristics. Y2-Word Reading Explore why particular words are used, including words and expressions with similar meanings and describe their effect on the reader. Y2-Comprehension Explain their reactions to texts, commenting on important aspects</p>	<p>NON-FICTION: Explanations Y1- Word Reading Engage with books though exploring and enacting interpretations Y1- 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>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- 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.</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>
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. 					

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	<ul style="list-style-type: none">• 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 	
Suggested support for children with additional needs	Sound and light issues: Whiteboards are non-reflective to reduce glare; use coloured overlays Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping Adult support: understanding of text/ topic and good subject knowledge.	Seating: ensure children are seated to see and hear teacher prompts clearly. Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping. Adult support: understanding of text/ topic and good subject knowledge.	Sound and light issues: Whiteboards are non-reflective to reduce glare; use coloured overlays Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips Adult support: understanding of text/ topic and good subject knowledge Communication: introduce key vocab explicitly. Pupil interaction: use talking partners to develop and reflect on ideas.	Seating: ensure children are seated to see and hear teacher prompts clearly. Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping. Adult support: understanding of text/ topic and good subject knowledge.	Sound and light issues: Whiteboards are non-reflective to reduce glare; use coloured overlays Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping. Adult support: understanding of text/ topic and good subject knowledge.	Seating: ensure children are seated to see and hear teacher prompts clearly. Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips. Adult support: understanding of text/ topic and good subject knowledge. Pupil interaction: use talking partners to develop and reflect on ideas. Making tasks relevant: make explicit links between the context of a text and what children already know.	



	<p><i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>	<p><i>Communication:</i> highlight key words/ images from the text. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p><i>Making tasks relevant:</i> use books based on pupils' own experiences. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>	<p><i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p><i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences.</p>	<p><i>Reducing reliance on memory:</i> use audio books. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>
Week 1	<p>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.</p>	<p>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.</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. 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.</p>	<p>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)</p>	<p>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.</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.</p>
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.</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</p>



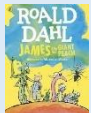

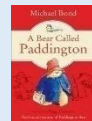

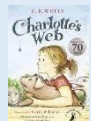









					Use features of newspaper article to locate and identify information about historical events.	like to incorporate into their writing. (writing focus this week using reading stimulus and visual literacy)
Week 3	<p>FICTION – Stone Age Boy Word Reading Apply their growing knowledge of root words, prefixes 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.</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 Infer characters’ feelings, thoughts and motives.</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 purposes (e.g. formal and informal letters).</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 5</p>	<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, 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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 6</p>	<p>POETRY- I was born in the Stage Word Reading Apply knowledge of root words, prefixes and suffixes, to read aloud and understand the meaning of new words. 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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ongoing</p>	<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. 					



	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 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 
Suggested support for children with additional needs	Sound and light issues: Whiteboards are non-reflective to reduce glare; use coloured overlays Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping	Seating: ensure children are seated to see and hear teacher prompts clearly. Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping.	Sound and light issues: Whiteboards are non-reflective to reduce glare; use coloured overlays Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips Adult support: understanding of text/ topic and good subject knowledge Communication: introduce key vocab explicitly.	Seating: ensure children are seated to see and hear teacher prompts clearly. Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping.	Sound and light issues: Whiteboards are non-reflective to reduce glare; use coloured overlays Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping.	Seating: ensure children are seated to see and hear teacher prompts clearly. Resources: highly visual texts; dictionaries, word mats, enlarged print Multisensory Approaches: use subtitles for videos/ film clips. Adult support: understanding of text/ topic and good subject knowledge. Pupil interaction: use talking partners to develop and reflect on ideas. Making tasks relevant: make explicit links between the



	<p><i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>	<p><i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Communication:</i> highlight key words/ images from the text. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p><i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>	<p><i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p><i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences.</p>	<p>context of a text and what children already know. <i>Reducing reliance on memory:</i> use audio books. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>
Week 1	<p>FICTION- <i>James and the Giant Peach</i> 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.</p>	<p>FICTION-<i>Escape from Pompeii</i> 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</p>	<p>FICTION- <i>Paddington</i> 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. Identify themes and conventions in a wide range of books.</p>	<p>FICTION- <i>Moondial</i> 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.</p>	<p>FICTION- <i>Charlotte's Web</i> Word Reading Consider the emphasis of certain words and the impact of them. Comprehension Deduce meaning from story setting, events and characters.</p>	<p>NON-FICTION- <i>How to be an Anglo Saxon Soldier</i> 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. -retrieve information from text.</p>
Week 2	<p>FICTION- <i>James and the Giant Peach</i> Word Reading Read words quickly using sight vocabulary Comprehension Retell stories orally using language from book and identify authorial intent.</p>	<p>FICTION-<i>Escape from Pompeii</i> 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- <i>Paddington</i> 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,</p>	<p>FICTION- <i>Moondial</i> Word Reading Apply their growing knowledge of 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- <i>Charlotte's Web</i> 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</p>	<p>NON-FICTION- <i>How to be an Anglo Saxon Soldier</i> 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</p>

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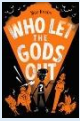




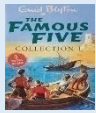


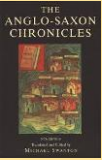






			thoughts and motives from their actions.		their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied	Retrieve information from a variety of sources.
Week 3	<p>FICTION- <i>James and the Giant Peach</i> Word Reading Read further exception words, 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 – <i>Roman Newspaper</i> 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- <i>Paddington</i> 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- <i>Moondial</i> Word Reading Apply their growing knowledge of 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- <i>Charlotte’s Web</i> Word Reading Read aloud to further develop fluency, expression and intonation. Comprehension Make plot summaries linking cause and effect.</p>	<p>FICTION- <i>The heroic tale of Hiltgunt and Waldere</i> 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- <i>James and the Giant Peach</i> 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 – <i>Roman Newspaper</i> 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 – <i>Grantham Journal/ tourist board</i> 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- <i>Nature</i> 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 recognise some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>NON FICTION- <i>Anglo Saxon Information texts</i> 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 understanding and explaining the meaning of words in context -asking questions to improve their understanding of a text</p>	<p>FICTION- <i>The heroic tale of Hiltgunt and Waldere</i> 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 themselves, taking turns and listening to what others say.</p>
Week 5	<p>NON – FICTION - <i>PGL leaflet</i> Word Reading Decode new and unfamiliar words Comprehension Use knowledge of different organisational features of texts to find information effectively</p>	<p>POETRY- <i>Pompeii</i> Word Reading explore works by different poets about the same topic. Comprehension preparing poems and play scripts to read aloud and to perform, showing</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</p>	<p>NON FICTION- <i>Anglo Saxon Information texts</i> Word Reading Use their knowledge of words learnt in spelling to further explore comprehension and broadening of vocabulary Comprehension</p>	<p>POETRY- <i>Anglo Saxon riddles</i> Word Reading Hear, read and respond to a range of poems, which use similes and simple images to create a vivid picture. Comprehension</p>



		understanding through intonation, tone, volume and action		Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	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	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.
Week 6	<p>POETRY- <i>The destruction of Pompeii</i> 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- <i>Pompeii</i> 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 – <i>Grantham Journal/ tourist board</i> 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- <i>The Sword and the Stone, play text</i> 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- <i>Anglo Saxon riddles</i> 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>
ongoing	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			
Suggested support for children with additional needs	Fiction	Who Let the Gods Out By Maz Evans 	Planet Description video- Literacy Shed 	Jotun visual literacy- Literacy Shed 	Lion the Witch and the Wardrobe by CS Lewis 	Windrush Child by Benjamin Zephaniah 	The Famous Five By Enid Blyton 
	Non fiction	National Space Centre information leaflet  Stargazing for Beginners- DK  Newspaper report extracts- Moon landing, Space X	Anglo Saxon Chronicle 	Viking Burial example text- BBC bitesize 	Butlins holiday brochure - Travel journal extracts 		
	Poetry	Collection of 'Folk Songs' from The Book of Songs (BBC) 	Psalm 8 (CC RE) 			Travel poems	
	<i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping	<i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping. <i>Adult support:</i> understanding of text/ topic and good subject knowledge.	<i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips <i>Adult support:</i> understanding of text/ topic and good subject knowledge <i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas.	<i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping. <i>Adult support:</i> understanding of text/ topic and good subject knowledge.	<i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping.	<i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips. <i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the	

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	<p><i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>	<p><i>Communication:</i> highlight key words/ images from the text. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p><i>Making tasks relevant:</i> use books based on pupils' own experiences. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>	<p><i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p><i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences.</p>	<p>context of a text and what children already know. <i>Reducing reliance on memory:</i> use audio books. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>
Week 1	<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 Ask questions to improve understanding.</p>	<p>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</p>	<p>FICTION Word Reading Read aloud a variety of stories and styles of narrative texts. Comprehension Spend time in groups discussing and comparing stories.</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 Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>FICTION- <i>Windrush Child</i> 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</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 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</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,</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,</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>

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	their actions, and justifying inferences with evidence.	from published books and peers' work.	showing understanding through intonation, tone and volume so that the meaning is clear to an audience.			
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 volume so that the meaning is clear to an audience Identify how language, structure and presentation contribute to meaning.</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, considering the impact on the reader.</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. Distinguish between statements of fact and opinion.</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	<p>FICTION- <i>Who Let the God's Out?</i> Word Reading Apply their growing knowledge of root words, prefixes and</p>	<p>POETRY Word Reading Speak audibly and fluently with an increasing command of Standard English.</p>	<p>NON- FICTION Word Reading Develop their understanding of words when used in context.</p>	<p>FICTION- <i>The Lion, The Witch and the Wardrobe</i> Word Reading Develop their understanding of Old English and use their</p>	<p>NON- FICTION Word Reading Read aloud and to understand the meaning of new words that they meet.</p>	<p>POETRY Word Reading To be able to apply their growing knowledge of root</p>














	<p>suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Comprehension Learn a wider range of poetry by heart.</p>	<p>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>knowledge of current language to ascertain the meaning of unfamiliar words.</p> <p>Comprehension Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>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>words, prefixes and suffixes (morphology and etymology). To both to read aloud and to understand the meaning of new words that they meet.</p> <p>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></p> <p>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.</p> <p>Comprehension Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>FICTION</p> <p>Word Reading Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas as we read through the story.</p> <p>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</p> <p>Word Reading Develop their understanding of words when used in context.</p> <p>Comprehension Retrieve, record and present information from non-fiction sources.</p>	<p>NON- FICTION</p> <p>Word Reading Identify the technical vocabulary within factual reports.</p> <p>Comprehension Distinguish between fact and opinion, through reading and discussion of the content.</p>	<p>NON- FICTION</p> <p>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</p> <p>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.</p> <p>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>
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 	
Poetry	War Poems	The Living Years	The Raven by Edgar Allen Poe 	Just So Stories by Rudyard Kipling 	Landmark Poetry	
Suggested support for children with additional needs	<p><i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping <i>Adult support:</i> understanding of text/ topic and good subject knowledge.</p>		<p><i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips <i>Adult support:</i> understanding of text/ topic and good subject knowledge <i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas.</p>		<p><i>Sound and light issues:</i> Whiteboards are non-reflective to reduce glare; use coloured overlays <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping. <i>Adult support:</i> understanding of text/ topic and good subject knowledge.</p>	
	<p><i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping. <i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Communication:</i> highlight key words/ images from the text.</p>		<p><i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips, when using texts with high language demands use active teaching strategies such as drama, use visual and auditory aids for poetry teaching e.g. clapping. <i>Adult support:</i> understanding of text/ topic and good subject knowledge.</p>		<p><i>Seating:</i> ensure children are seated to see and hear teacher prompts clearly. <i>Resources:</i> highly visual texts; dictionaries, word mats, enlarged print <i>Multisensory Approaches:</i> use subtitles for videos/ film clips. <i>Adult support:</i> understanding of text/ topic and good subject knowledge. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	

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	<p><i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>	<p><i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p><i>Making tasks relevant:</i> use books based on pupils' own experiences. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>	<p><i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> make explicit links between the context of a text and what children already know.</p>	<p><i>Communication:</i> introduce key vocab explicitly. <i>Pupil interaction:</i> use talking partners to develop and reflect on ideas. <i>Making tasks relevant:</i> use books based on pupils' own experiences.</p>	<p><i>Reducing reliance on memory:</i> use audio books. <i>Reducing reliance on memory:</i> use audio books; allow children to read a smaller amount of text before answering questions</p>
Week 1	<p>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.</p>	<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. Identify different forms and structures of poetry.</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 Maintain positive attitudes to reading and understanding what they read through DEAR and class novel time.</p>	<p>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.</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 Use skimming and scanning skills for retrieval.</p>	<p>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</p>
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: <i>See Y6 Non Fiction text lists (embedded above)</i> 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>

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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 (5 minute stories JW book), 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: <i>Alchemist's Letter</i> 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: <i>Rudyard Kipling</i> 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>

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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: <i>Alchemist's Letter</i> 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: <i>Rudyard Kipling</i> 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. 					



Whole School Reading for Pleasure Curriculum						
<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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