

Reading Curriculum Map

Links to research		
Publication	Selected Recommendations	How are we applying these to our Curriculum?
EEF Reading Recommendations https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf	Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text Purposeful activities include: • reading books aloud and discussing them • activities that extend pupils' expressive and receptive vocabulary • collaborative learning activities where pupils can share their thought processes • structured questioning to develop reading comprehension • teachers modelling inference-making by thinking aloud • pupils articulating their ideas verbally before they start writing. Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension	Daily opportunities for reading aloud and hearing adults model reading aloud. Active English lesson starters provide additional practise on reading aloud and comprehension each day. Daily opportunities for discussion around texts Reading volunteers provide further opportunities for pupils to read aloud. Core reading skills e.g.: • prediction • questioning • clarifying • summarising • inference • activating prior knowledge are modelled explicitly with regular opportunities for pupil practise.

EEF Reading Recommendations EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net)	Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Purposeful activities include: • guided oral reading instruction- teachers modelling fluent reading • repeated reading- pupils re-reading a short and meaningful passage a set number of times practicing their fluency Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension Use high quality structured interventions to help pupils who are struggling with their literacy.	Fluency 6Ps introduced and used to teach fluency skills in all lessons when reading aloud. There is a whole school focus on fluency during Active English, reading comprehension and other cross curricular lessons where pupils are reading aloud. It is understood across the school how the development of reading progresses from learning to read through phonics (decoding) to then developing their fluency to then develop reading comprehension. Suitable resources are in place to support to teaching of fluency and interventions are in place for those pupils who need extra support to develop their fluency. Specific strategies e.g.: • prediction • questioning • clarifying • summarising • activating prior knowledge are taught to monitor and overcome barriers to comprehension. These are modelled and scaffolded to support pupils to become increasingly more independent. Structured interventions for pupils take place targeting either phonics, fluency or reading comprehension. The needs for each individual
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		pupil is accurately diagnosed under those 3 intervention areas and targeted interventions are put into place.
EEF Reading Recommendations Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills as neither are sufficient on their own. Effectively implement a systematic phonics programme that explicitly teach pupils a comprehensive set of letter-sound relationships for reading. Reading comprehension can be improved by teaching pupils' specific strategies to support them with inferencing and self-monitoring their understanding. Use high quality structured interventions to help pupils who are struggling with their literacy.	Throughout English lessons, Active English, reading comprehension and other cross curricular lesson where reading occurs a variety of different media and genres are used to engage and excite pupils in reading. Both decoding and reading comprehension skills are taught side by side through the use Little Wandle as well as during teacher planned lessons. We are using Little Wandle as our systematic phonics programme in school. Staff have been trained, we monitor the responsiveness of the scheme well using their monitoring documents, engagement is high, careful consideration is taken before adapting the scheme with fidelity to the scheme being key and clear focus is given to improve teaching efficiency. Specific strategies e.g.: • prediction • questioning • clarifying • summarising • activating prior knowledge are taught to support them with inferencing and self-monitor their own understanding. These are modelled and scaffolded to support

		pupils to become increasingly more independent. Structured interventions for pupils take place targeting either phonics, fluency or reading comprehension. The needs for each individual pupil is accurately diagnosed under those 3 intervention areas and targeted interventions are put into place.
EEF Reading Recommendations Preparing Literacy Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	Prioritise the development of communication and language Develop children's early reading using a balanced approach Support parents to understand how to help their children learn Use high quality targeted support to help struggling children.	High quality interactions are valued in EYFS and adults model effective language and communication to all. A wide range of approaches including shares reading, storytelling and explicit vocabulary teaching take place throughout the EYFS provision. A number of approaches are used to focus on early reading including storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness. All part of our foundations to phonics approach in EYFS. In EYFS prior to Little Wandle systematic phonics scheme we develop pupils' phonological awareness and interests in sounds through a variety of activities. We encourage parents to read to children throughout the school through our Reading for Pleasure initiative and we run workshops for parents in EYFS and KS1 to help with supporting their children at home with reading.

		Small group or 1:1 support is put into place when a pupil is recognised to be struggling in an area of communication and language, reading or phonological awareness.
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Intent

Our reading curriculum is designed to ensure that readers are:

- Interested in reading and want to read for pleasure
- Fluent and expressive when reading aloud
- Able to use the full range of comprehension skills to understand and respond to what they read

Why this? Why then?

We are following the Little Wandle systematic synthetic phonics scheme to ensure pace and progression with phonetical learning supporting our children learning to read from EYFS to KS2.

We have designed our curriculum so that classes (year groups) who are being taught reading comprehension explicitly are developing skills that are in line with the genres they are exploring in writing.

Implementation

Our reading curriculum has been designed to ensure a progression of reading skills from EYFS to KS2 as well as developing knowledge and understanding of a wide variety of genres. In order to deliver the aims of our curriculum, we ensure all pupils in EYFS and Year 1 receive systematic phonics daily and pupils from Year 2 to Year 6 receive explicit reading comprehension lessons at least 3 times a week. We also ensure that all pupils have ample opportunities to read aloud in English lessons through Active English and structured lessons as well during cross curricular lessons. At Kelsey Primary we aim for our pupils to want to read for pleasure, which is encouraged through unlimited access to our library, reading corners in classrooms and volunteers coming into school to read with our pupils. Through the designed our curriculum we aim for pupils at Kelsey to become lifelong readers who are fluent, expressive and able to use a full range of comprehension skills to understand and respond to what they read.

Early Years Foundation Stage

The term "literacy" is used by some to simply describe reading and writing, but in fact literacy covers a much wider range of learning.

Literacy in the early years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading. The statutory frameworks in England and Wales emphasise the fundamental importance of literacy and sharing books, and this page will be your helping hand to achieve that.

Therefore, reading and writing go hand in hand. Our EYFS curriculum overview encapsulates this and prepares our learners well for the transition into KS1.

We have a detailed 'Literacy' overview, which focuses on enhancing the children's writing and reading experiences through high quality texts.

We have a detailed overview of how reading and literacy are taught in compass with one another (see EYFS Curriculum Overview)

We have a detailed and clear overview of how early reading starts in pre-school and how this is built on in EYFS.

The development of reading is supported by focused communication and language activities. These include book focused activities and story times.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Texts covered across the EYFS Curriculum Year					
	Fiction: Starting School Elmer Rainbow Fish Christopher Pumpkin Zog Smartest Giant in Town The Highway Rat Some Pets	Fiction: The Very Helpful Hedgehog A Squash and a Squeeze/ The Enormous Turnip The Scarecrows Wedding Hello Harvest Moon Who's on the Farm Jolly Christmas Postman Stubby	Fiction: The Flying Doctors Whatever Next! Winnie and Wilbur at Chinese New Year Mr Men and Little Miss Chinese New Year Polar Opposites Aliens Love Underpants The First Hippo on the Moon	Fiction: Superworm AHHH Spider! We're going on an Egg Hunt! The Very Hungry Caterpillar What the Ladybird Heard Mama Panya's Pancakes Mr Wolfs Pancakes Twist and Hop to the Minibeast Bop	Fiction: The Singing Mermaid The Frog Who Lost His Croak Sully the Seahorse Somebody Swallowed Stanley Tiddler Barry the Fish with Fingers The Shark in the Dark	Fiction: Handa's Surprise Giraffes Can't Dance The Snail and the Whale The Lighthouse Keepers Lunch Pirates Love Underpants The Pirates Next Door Sharing a Shell
	Non Fiction: My World, Your World Me and My Amazing Body Human Body (Usborne) Looking After... Series (Usborne)	Non Fiction: From Seed to Harvest Bonfire Night 5 days of Diwali Mr Men Little Miss Happy Diwali Christmas Story Autumn (Usborne)	Non Fiction: Busy People Series Chinese New Year Our World (Usborne) Space (Usborne) Penguins/Polar Bear (Usborne) Winter (Usborne)	Non Fiction: Easter Story Caterpillars and Butterflies (Usborne) The Amazing Lifecycles of Butterflies Spring (Usborne)	Non Fiction: Seas and Oceans (Usborne) Frog Life Cycle Under the Sea (Usborne) Ponds (Usborne)	Non Fiction: Tony Mittons Transport Series Summer (Usborne)
	Rhymes: Pick a Pumpkin Room on the Broom	Rhymes: The Gruffalo The Gruffalo's Child Farmyard Hullabaloo!	Rhymes: Be a Brave Little Penguin	Rhymes: Mad about Minibeasts The Rhyming Rabbit	Rhymes: Commotion in the Ocean Oi Frog!	Rhymes: Rumble in the Jungle What the Ladybird Heard on Holiday What the Ladybird Heard at the Seaside The Lion Inside The Lion Who Wanted to be Loved
Comprehension	ELG:					
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.					
	Anticipate (where appropriate) key events in stories.					
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.					
	Children In Reception:					

Reading Curriculum Overview



Literacy	Read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.					
	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Three and Four Year Olds:					
Literacy	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing					
Communication and Language Links	Enjoy listening to longer stories and can remember much of what happens Know many rhymes, be able to talk about familiar books, and be able to tell a long story					
	ELG:					
	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					

Word Reading

Children In Reception:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1: s a t p Week 2: i n m d Week 3: g o c k (is) Week 4: c k e u r (l) Week 5: h b f l (the)	Week 1: ff ll ss j (put* pull* full* as) Week 2: v w x y (and has his her) Week 3: z zz qu ch Words with -s /s/ added at the end (hats sits) (go no to into) Week 4: sh th ng nk (she push* he of) Week 5: Words with -s /s/ added at the end (hats sits) Words ending in s /z/ (his) and with -s /z/ added at the end (bags) (we me be)	Week 1: ai ee igh oa Week 2: oo oo ar or (was you they) Week 3: ur ow oi ear (my by all) Week 4: air er Words with double letters: dd mm tt bb rr gg pp (are sure pure) Week 5: longer words	Week 1: Review phase 3: ai ee igh oa oo oo ar or ur ow oi ear Week 2: Review phase 3: er air Words with double letters Longer words Week 3: Words with two or more digraphs Week 4: Longer words Words ending in -ing Compound words Week 5: Longer words Words with s /z/ in the middle Words with -s /s/ /z/ at the end Words with -es /z/ at the end Tricky Words: Review all taught tricky words so far and secure spelling	Week 1: Short vowels CVCC (said so have like) Week 2: Short vowels CVCC CCVC (some come love do) Week 3: Short vowels CCVCC CCCVC CCCVCC (were here little says) Week 4: longer words Compound words (there when what one) Week 5: root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ (out today)	Week 1: Long vowel sounds CVCC CCVC Week 2: Long vowel sounds CCVC CCCVC CCVCC Week 3: Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end Longer words Week 4: root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5: root words ending in: -er, -est Longer words Tricky Words: Review all taught tricky words so far and secure spelling



Reading Curriculum Overview



	Lilac books developing their awareness of books and story telling	We expect children to be reading books containing the following:	We expect children to be reading books containing the following:	We expect children to be reading books containing the following:	We expect children to be reading books containing the following:	We expect children to be reading books containing the following:
		s a t p l n (no tricky words)	e u r h (is I the put pull full as and his has her)	ai ee igh oa oo o oar or ur ow oi ear air er Words with double letters; dd mm tt bb rr gg pp nn cc Longer words, e.g. magnet lemon Compound words, e.g. carpark (I the put pull full and no go to into she push he of we me be was you they my by all are sure pure)	ai ee igh oa oo o oar or ur ow oi ear air er Words with more than one digraph, e.g. shimmer Longer words, e.g. fantastic helmet Compound words, e.g. earring popcorn Words ending in -ing, e.g. chatting waiting Words ending in -es, e.g. torches (I the put pull full and no go to into she push he of we me be was you they my by all are sure pure)	Adjacents consonants and short vowels (I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)
		s a t p l n m d (-s for plurals and present tense verbs)	j v w x y z zz qu ch sh th ng nk (I the put pull full and her no go to into she push he of we me be)			
		g o c k ck (and is the)				
	Three and Four Year Olds:					
	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary.					
	Letters and Sounds Phase 1					
	Children in pre-school will be completing phase 1 activities covering all 7 aspects to prepare them for Little Wandle Phonics in Reception.					

Word Reading						
Y1	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 1	Across the academic year... Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • 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 • re-read these books to build up their fluency and confidence in word reading. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read other words of more than one syllable that contain taught GPCs • read words containing taught GPCs and –s, –es, –ing, –ed, –er and -est endings • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)					
	By the end of term 1 ... Pupils should be taught to: • apply all the above objectives to the outlined Little Wandle systematic phonics progression below.		By the end of term 2 ... Pupils should be taught to: • apply all the above objectives to the outlined Little Wandle systematic phonics progression below.		By the end of term 3 ... Pupils should be taught to: • apply all the above objectives to the outlined Little Wandle systematic phonics progression below.	
		Term 1 Graphemes: Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Term 2 Graphemes: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger	Term 3 Graphemes: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly / oa/ ow snow /j/ q qiant	Term 4 Graphemes: /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk	Term 5 Graphemes: Tricky Words: * Summer 1: Phonics screening check review – no new GPCs or tricky words

	Tricky Words: Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	/ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky Words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want	/f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup Tricky Words: any many again who whole where two school call different thought through friend work	/ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor Tricky Words: once laugh because eye	/ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Tricky Words: busy beautiful pretty hour move improve parents shoe
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Word Reading

Y2	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 2	Across the academic year... Pupils should be taught to: • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above					
	By the end of term 1 ... Pupils should be taught to: • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has	By the end of term 2... Pupils should be taught to: • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has	By the end of term 3 ... Pupils should be taught to: • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has			

	become embedded and reading is fluent • read words containing common suffixes	become embedded and reading is fluent • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • re-read books to build up their fluency and confidence in word reading	become embedded and reading is fluent • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • re-read books to build up their fluency and confidence in word reading • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
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Reading Comprehension						
Y1/2 CYCLE A	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Reading Skills	Retrieval – pictorial and text Sequencing Word meaning Prediction		Inference SAT practice		Retrieval – text Sequencing	
Reading Rope 	Background Knowledge Vocabulary	Background Knowledge Vocabulary	Background Knowledge Vocabulary	Background Knowledge Vocabulary	Verbal reasoning Language structure	Verbal reasoning Literacy knowledge
Reading Genre (linking to Writing) S: marks suggestions Poetry unit must be type focused – see plan	Poetry S: (10 Things Found in a Wizard's Pocket) Character description Traditional tale S: (Little Red Riding Hood)	Recount S: (Neil Armstrong) Letter	Fable S: *RE links - parables* Non-chronological report	Setting description Adventure story Instructions	Diary Recount	Non-chronological report Poetry (Acrostic)
Reading Comprehension texts (linking to writing)	Reviewing Resources	Reviewing Resources	Reviewing Resources	Reviewing Resources	Reviewing Resources	Reviewing Resources
Curriculum Intent Drivers	Globally Aware (GA), Culturally Aware (CA), Self-Aware (SA), Key Stage Ready and Ambitious (KSRA)					

Year 1 (Objectives listed in bold show the termly outcomes)	By the end of term 1 ... Pupils should be taught to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - discussing the significance of the title and events - predicting what might happen on the basis of what has been read so far	By the end of term 2 ... Pupils should be taught to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them.	By the end of term 3 ... Pupils should be taught to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - participate in discussion about what is read to them, taking turns and listening to what others say
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	• participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.		• explain clearly their understanding of what is read to them.
Year 2 (Objectives listed in bold show the termly outcomes)	By the end of term 1 ... Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: – listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently – discussing the sequence of events in books and how items of information are related – becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales – being introduced to non-fiction books that are structured in different ways – recognising simple recurring literary language in stories and poetry – discussing and clarifying the meanings of words, linking new meanings to known vocabulary	By the end of term 2 ... Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: – listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently – discussing the sequence of events in books and how items of information are related – becoming increasingly familiar with and retelling a wider range of stories. – being introduced to non-fiction books that are structured in different ways – recognising simple recurring literary language in stories and poetry – discussing and clarifying the meanings of words, linking new meanings to known vocabulary – discussing their favourite words and phrases	By the end of term 3 ... Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: – listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently – discussing the sequence of events in books and how items of information are related – becoming increasingly familiar with and retelling a wider range of stories. – being introduced to non-fiction books that are structured in different ways – recognising simple recurring literary language in stories and poetry – discussing and clarifying the meanings of words, linking new meanings to known vocabulary

	– discussing their favourite words and phrases – continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: – drawing on what they already know or on background information and vocabulary provided by the teacher – checking that the text makes sense to them as they read and correcting inaccurate reading – answering and asking questions – predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• understand both the books that they can already read accurately and fluently and those that they listen to by: – drawing on what they already know or on background information and vocabulary provided by the teacher – checking that the text makes sense to them as they read and correcting inaccurate reading – making inferences on the basis of what is being said and done – answering and asking questions – predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	– discussing their favourite words and phrases – continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: – drawing on what they already know or on background information and vocabulary provided by the teacher – checking that the text makes sense to them as they read and correcting inaccurate reading – answering and asking questions – predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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Reading Curriculum Overview



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Reading Curriculum Overview



Reading Comprehension

Y1/2 CYCLE B	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Reading Skills	Retrieval – pictorial and text Sequencing Word meaning Prediction		Inference SAT practice		Retrieval – text Sequencing	
Reading Rope 	Background Knowledge Vocabulary	Background Knowledge Vocabulary	Background Knowledge Vocabulary	Background Knowledge Vocabulary	Verbal reasoning Language structure	Verbal reasoning Literacy knowledge
Reading Genre (linking to Writing) S: marks suggestions Poetry unit must be type focused – see plan	Instructions Traditional Tale S: (Goldilocks)	Poem (Humorous) Letter	Recount Myth	Fairytale S: (Rapunzel) Recount	Poetry (Shape) Newspaper report	Play Diary
Reading Comprehension texts (linking to writing)	Reviewing Resources	Reviewing Resources	Reviewing Resources	Reviewing Resources	Reviewing Resources	Reviewing Resources
*Explicit reading comprehension lessons are only taught to Year 2						

Reading Curriculum Overview



Curriculum Intent Drivers	Globally Aware (GA), Culturally Aware (CA), Self-Aware (SA), Key Stage Ready and Ambitious (KSRA)		
Year 1 (Objectives listed in bold show the termly outcomes)	By the end of term 1 ... Pupils should be taught to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - discussing the significance of the title and events	By the end of term 2 ... Pupils should be taught to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - participate in discussion about what is read to them, taking turns and listening to what others say	By the end of term 3 ... Pupils should be taught to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events

Reading Curriculum Overview



	• predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.	• explain clearly their understanding of what is read to them.	• making inferences on the basis of what is being said and done • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.
Year 2 (Objectives listed in bold show the termly outcomes)	By the end of term 1 ... Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: – listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently – discussing the sequence of events in books and how items of information are related – becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales – being introduced to non-fiction books that are structured in different ways – recognising simple recurring literary language in stories and poetry	By the end of term 2 ... Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: – listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently – discussing the sequence of events in books and how items of information are related – becoming increasingly familiar with and retelling a wider range of stories. – being introduced to non-fiction books that are structured in different ways – recognising simple recurring literary language in stories and poetry – discussing and clarifying the meanings of words, linking	By the end of term 3 ... Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: – listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently – discussing the sequence of events in books and how items of information are related – becoming increasingly familiar with and retelling a wider range of stories. – being introduced to non-fiction books that are structured in different ways – recognising simple recurring literary language in stories and poetry

Reading Curriculum Overview



	– discussing and clarifying the meanings of words, linking new meanings to known vocabulary – discussing their favourite words and phrases – continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: – drawing on what they already know or on background information and vocabulary provided by the teacher – checking that the text makes sense to them as they read and correcting inaccurate reading – answering and asking questions – predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	- new meanings to known vocabulary – discussing their favourite words and phrases • understand both the books that they can already read accurately and fluently and those that they listen to by: – drawing on what they already know or on background information and vocabulary provided by the teacher – checking that the text makes sense to them as they read and correcting inaccurate reading – making inferences on the basis of what is being said and done – answering and asking questions – predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	– discussing and clarifying the meanings of words, linking new meanings to known vocabulary – discussing their favourite words and phrases – continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: – drawing on what they already know or on background information and vocabulary provided by the teacher – checking that the text makes sense to them as they read and correcting inaccurate reading – answering and asking questions – predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
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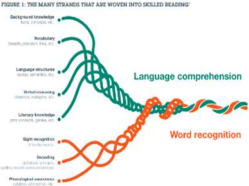
Reading Curriculum Overview



	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves		• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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Reading Curriculum Overview



Reading Comprehension						
Y3/4 CYCLE A	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Reading Skills	Retrieval Inference Word meaning Word choice		Retrieval Inference Word meaning Word choice Summarising		Retrieval Inference Word meaning Word choice Summarising Prediction Relationship	
Reading Rope 	Background knowledge Vocabulary	Background knowledge Vocabulary	Literacy knowledge Verbal reasoning	Verbal reasoning Language structures	All strands	All strands
Reading Genre S: marks suggestions Poetry unit must be type focused – see plan	Setting description Adventure story Non-chronological report	Newspaper report Instructions	Fables Poetry (Limerick)	Dilemma story Explanation text	Fact files Stories from other cultures	Newspaper report Character description Historical narrative
Reading Comprehension texts (linking to writing)	Y3- Unit 17 – Alice's Adventure in Wonderland (adventure story) Y4- Unit 7 The History behind Christmas Traditions (CA) (NCR)	Y3- Unit 16 Wild Animals to Be Banned from Circuses in England by 2020 (newspaper) (GA/CA)	Y3 – Unit 18 The Madhatters (poem) Y4- Unit 5 Russian Doll (GA/CA) (poem) Y3- Unit 7 The Iron Man (story/features of poem)	Y3- Unit 8 The Ice Palace (GA/CA) (dilemma story) Y4- Unit 3 Volcanoes in Action (GA) (explanation)	Y3- Unit 11 New Year Celebrations (CA) (fact files/ other cultures) Y4- Unit 1 Roman Britain (GA/CA) (fact file-historical)	Y4 – Unit 2 The Time-Travelling Cat and the Roman Eagle (historical narrative) Y4- Unit 11 Max and the Millions

Reading Curriculum Overview



	Y4- Unit 10 The Borrowers (adventure story)	Y3- Unit 6 Prawn Pizza (instructions) Y3- Unit 15 The Butterfly Lion (GA/CA) (story)	Y4 Unit 17 Black Beauty story	Y4- Unit 18 Charlotte's Web (story) Y3- Unit 13 Tom's Midnight Garden (story)	Y4 Unit 8 The Moomins and the Great Flood (story)	(character description) Y3 Unit 20 Stig of the Dump (historical) Y4- Unit 16 The Great Elephant Chase (character description)
Curriculum Intent Drivers	Globally Aware (GA), Culturally Aware (CA), Self-Aware (SA), Key Stage Ready and Ambitious (KSRA)					
Year 3/4 (Objectives listed in bold show the termly outcomes)	By the end of term 1... Pupils will be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read		By the end of term 2... Pupils will be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read		By the end of term 3... Pupils will be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes	

Reading Curriculum Overview



	• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • discussing words and phrases that capture the reader's interest and imagination • 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 • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • 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 • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying main ideas drawn from more than one paragraph and summarising these • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking	• using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements • discussing words and phrases that capture the reader's interest and imagination • 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 • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction
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Reading Curriculum Overview

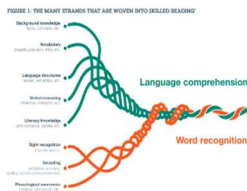


		turns and listening to what others say.	• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
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Reading Curriculum Overview



Reading Comprehension

Y3/4 CYCLE B	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Reading Skills	Retrieval Inference Word meaning Word choice		Retrieval Inference Word meaning Word choice Summarising		Retrieval Inference Word meaning Word choice Summarising Prediction Relationship	
Reading Rope 	Background knowledge Vocabulary	Background knowledge Vocabulary	Literacy knowledge Verbal reasoning	Verbal reasoning Language structures	All strands	All strands
Reading Genre S: marks suggestions Poetry unit must be type focused – see plan	Instructions Explanation texts	Myths and Legends Character description Setting description	Historical narrative Adventure stories	Traditional tales Explanation texts	Diary writing Poetry (Shape Poem)	Non-chronological reports Persuasive texts - Adverts
Reading Comprehension texts (linking to writing)	Y3- Unit 9 A House of Snow and Ice (GA) (instructions) Y4- Unit 4 Tsunamis on the Move (GA) (explanation text)	Y3 Unit 10 The Heavenly River (CA) (myths) Y3 Unit 21 Norse Mythology (CA) (myths)	Y3 Unit 1 The Pebble in My Pocket (historical) Y4- Unit 14 The Secret World of Polly Flint (adventure)	Y3- Unit 14 The Story of Tutankhamun (GA/CA) (explanation text)	Y4 Unit 12 My Secret War Diary by Flossie Albright (CA) (diary) Y4 Unit 13 The Amazing Story of	Y4 Unit 21 Everything Castles (GA/CA) (NCR) Y3 Unit 3 Mt Brother is a Superhero (persuasive)

Reading Curriculum Overview



	Y3 Unit 5 (explanation text)	Y4 Unit 19 A Series of Unfortunate Events: The Bad Beginning (setting description)	Y4 Unit 20 Little Women (historical narrative)	Y3- Unit 4 The Magic Finger (traditional) Y3- Unit 19 Stig and the Dump (classic story) Y4- Unit 6 The Little Daughter of the Snow (tales)	Adolphus Tips (CA)(diary) Y3 Unit 12 Night Comes too Soon (poem) Y4 Unit 9 For Forest (poem)	Y3 Unit 2 Stone Circles (GA/CA) (NCR) Y4 Unit 15 Threats to African Elephants (GA/CA) (NCR)
Curriculum Intent Drivers	Globally Aware (GA), Culturally Aware (CA), Self-Aware (SA), Key Stage Ready and Ambitious (KSRA)					

Reading Curriculum Overview



Year 3/4 (Objectives listed in bold show the termly outcomes)	By the end of term 1... Pupils will be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • discussing words and phrases that capture the reader's interest and imagination • 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 • drawing inferences such as inferring characters' feelings, thoughts and	By the end of term 2... Pupils will be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	By the end of term 3... Pupils will be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements • discussing words and phrases that capture the reader's interest and imagination • checking that the text makes sense to them, discussing their
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Reading Curriculum Overview

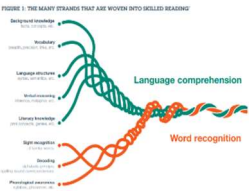


	motives from their actions, and justifying inferences with evidence • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	• discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • 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 • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying main ideas drawn from more than one paragraph and summarising these • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
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Reading Curriculum Overview



Reading Comprehension

Y5/6 CYCLE A	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Reading Skills	Retrieval Inference Prediction Summarising Relationship Comparison		Retrieval Word Choice Word Meaning		Retrieval Relationship Summarising Word Choice Word Meaning Inference	
Reading Rope 	Verbal Reasoning Vocabulary	Verbal reasoning	Language structures	All strands	All strands	All strands
Reading Genre S: marks suggestions Poetry unit must be type focused – see plan	Story writing Explanation Text S: The Mysteries of the Universe: Discover The Best kept secrets of Space S: Hitchhikers Guide to the Galaxy – Douglas Adams	Poetry (Kennings) Persuasive Writing S: Coal Mining in Britain – Richard Hayman	Story Poetry (Haiku) S: My Story: The Great Plague: A London Girl's Diary, 1665 – 1666 – Alison Prince	Persuasive writing Letters Diary S: Terrible Tudors – Terry Deary S: My Story: Tudor Stories for Girls – Alison Prince	Explanation Text Newspapers S: Variety of Newspapers and their contents S: The Tractor Book: A definitive Visual History	Stories Biography S: Awful Aztecs – Terry Deary S: DK Eyewitness Books: Aztec, Inca & Maya: Discover the

Reading Curriculum Overview



		S: The Vile Victorians – Terry Deary				World of the Aztecs, Incas, and Mayas
Reading Comprehension texts (linking to writing)	Y6 Unit 21 Evolution Revolution (GA) (explanation) Y5 Unit 19 Plague! (CA) (explanation) Y5 Unit 21 The London Eye Mystery (story) Y5 Unit 6 The Wizard of Once (story)	Y6 Unit 2- To Asgard! (poetry) Y6 Unit 4 The British (serves 60 million) (GA/CA) (poetry)	Y6 Unit 6 For the Fallen (poetry) Y5 Unit 4 Love Letter from Mary Tudor to Her Husband, Philip of Spain (CA) (poetry) Y5 Unit 8 The Wolf Wilder (story)		Y6 Unit 20 Marius the Giraffe Killed at Copenhagen Zoo (GA) (newspaper) Y5 Unit 11 SeaWorld Decides to Stop Killer Whale Breeding Program (GA/CA) Y5 Unit 3 Life in Tudor Britain (CA) (explanation)	Y6 Unit 14 Alice's Adventure in Wonderland (stories) Y5 Unit 17 Harry Houdini (Bio) Y5 Unit 5 The House with Chicken legs (stories) Y5 Unit 12 Beetle Boy (story)
*Explicit reading comprehension lessons are only taught to Year 2						
Curriculum Intent Drivers	Globally Aware (GA), Culturally Aware (CA), Self-Aware (SA), Key Stage Ready and Ambitious (KSRA)					
Year 5/6 (Objectives listed in bold show the termly outcomes)	By the end of term 1... Pupils will be taught to: - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology). - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		By the end of term 2... Pupils will be taught to: - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		By the end of term 3... Pupils will be taught to: - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	

Reading Curriculum Overview



	• Reading books that are structured in different ways and reading for a range of purposes. • Identifying and discussing themes and conventions in and across a wide range of writing • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identifying how language, structure and presentation contribute to meaning. • 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 • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	• Reading books that are structured in different ways and reading for a range of purposes. • Learning a wider range of poetry by heart. • Preparing 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. • Recommending books that they have read to their peers, giving reasons for their choices. • Identifying and discussing themes and conventions in and across a wide range of writing • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • 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 • 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	• Reading books that are structured in different ways and reading for a range of purposes. • Identifying how language, structure and presentation contribute to meaning • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Retrieve, record and present information from non-fiction • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Provide reasoned justifications for their views. • 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
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Reading Curriculum Overview



	• Making comparisons within and across books	• Provide reasoned justifications for their views.	
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Reading Curriculum Overview



Reading Comprehension

Y5/6 CYCLE B	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Reading Skills	Retrieval Comparison Inference Prediction Relationship Word choice Word meaning		Retrieval Comparison Relationship Word choice Word meaning Summarising		Retrieval Comparison Inference Prediction Relationship	
Reading Rope 	Verbal Reasoning Vocabulary	Verbal reasoning	Language structures	All strands	All strands	All strands
Reading Genre S: marks suggestions Poetry unit must be type focused – see plan	Explanation Text Non-Chronological Reports S: Knowledge Encyclopaedia Human Body! – DK	Diary Story S: Goodnight Mister Tom – Michelle Magorian Anne Frank's Diary – Anne Frank	Explanation piece Instructions S: Awful Egyptians – Terry Deary S: Encyclopaedia of Archaeology – Abigail Wheatley	Letter Newspaper S: Newspaper Articles on the future – Variety of Authors S: Persuasive letter – Variety of Authors	Story Poetry (Limerick) S: Eyewitness: Explore the world of Insects and Creepy Crawlies – DK Eyewitness	Explanation text Instructions S: Amazon Adventure – Willard Price S: The Animal Book: A visual Encyclopaedia for life on Earth – DK Eyewitness

Reading Curriculum Overview



				Finishing books from previous Terms	http://www.rainydaypoems.com/poems-for-kids/bug-poems - Bug Poems, Variety of Authors	
Reading Comprehension texts (linking to writing)	Y5 Unit 13 Beetle Boy: The Beetle Collector's Handbook (GA) (explanation) Y5 Unit 14 The Boy at the Back of the Class (story) Y5 Unit 15 The Jamie Drake Equation (story)	Y6 Unit 5 War Horse (story) Y5 Unit 7 The Polar Bear Explorers Club (story) Y5 Unit 9 The Wolves of Willoughby Chase (story) Y5 Unit 10 Whale Boy (story)	Y5 Unit 1 Dragonology (instructions)	Y6 Unit 11 Malala Yousafzai: 'Nobel Award is for All the Voiceless Children' (CA) (newspaper)	Y6 Unit 18 The Explorer (story) Y5 Unit 2 How to Train Your Dragon (story) Y5 Unit 16 Once Upon a Star (poem) Y5 Unit 18 The Nowhere Emporium (story) Y5 Unit 20 The Island at the End of Everything (story)	Y6 Unit 17 Deforestation for Palm Oil (GA/CA) (explanation)
*Explicit reading comprehension lessons are only taught to Year 2						
Curriculum Intent Drivers	Globally Aware (GA), Culturally Aware (CA), Self-Aware (SA), Key Stage Ready and Ambitious (KSRA)					

Reading Curriculum Overview



Year 5/6 (Objectives listed in bold show the termly outcomes)	By the end of term 1 ... Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning	By the end of term 2 ... Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	By the end of term 3 ... Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing 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 • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • drawing inferences such as inferring characters' feelings, thoughts and
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Reading Curriculum Overview



	• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • 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 • provide reasoned justifications for their views. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • 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 • provide reasoned justifications for their views. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • 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 • provide reasoned justifications for their views. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
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