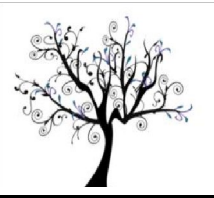


Reading Curriculum Overview



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Three and Four-Year olds (Nursery)	<p>Literacy Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none">spot and suggest rhymescount or clap syllables in wordsrecognise words with the same initial sound, such as money and motherengage in extended conversations about stories, learning new vocabulary. <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none">print has meaningprint can have different purposeswe can read English text from left to right and from top to bottomthe names of different parts of a bookpage sequencing <p>Communication and language</p> <ul style="list-style-type: none">enjoy listening to longer stories and can remember much of what happensUnderstand ‘why’ questions, like: ‘why do you think the caterpillar got so fat?’be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actionsuse a wider range of vocabularysing a large repertoire of songsknow many rhymes, be able to talk about familiar books, and be able to tell a long story.					
Reception	<p>Literacy</p> <ul style="list-style-type: none">read individual letters by saying the sounds for themblend sounds into words, so that they can read short words made up of letter-sound correspondencesread some letter groups that each represent one sound and say sounds for themread simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception wordsread a few common exception words matched to the school’s phonic programme.Blend sound into words, so that they and read short words made up of letter-sound correspondencesRe-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Communication and language</p> <ul style="list-style-type: none">Listen to and talk about stories to build familiarity and understandingRetell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own wordsListen carefully to rhymes and songs, paying attention to how they soundListen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabularyLearn new vocabularyUse new vocabulary throughout the dayUse new vocabulary in different contextsEngage in story rhymesLearn rhymes and poemsEngage in non-fiction books					

ELGs

ELGs

Literacy

Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonics knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Comprehension

- Demonstrate an 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

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Speaking

- Offer explanations for why things might happen, making use of recently introduces vocabulary from stories, non-fictions, rhymes and poems when appropriate.

Year 1 Guided Reading- use Roberta Greenwood resources and LAPs	Lost and Found by Oliver Jeffers	Nibbles by Emma Yarlett	Lion Inside by Rachel Bright	The curious case of the missing mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the one bear by Leigh Hodgkinson
Key Learning	Range of Reading during year 1: <ul style="list-style-type: none">Fiction, non-fiction and poetry books linked to developing phonic knowledge – phonically decodable texts.					
	Objectives covered through Pathways to Write <ul style="list-style-type: none">Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independentlyLink what is read or heard to own experiencesBecome familiar with key stories, fairy tales and traditional talesRetell stories and consider their particular characteristicsRecognise and join in with predictable phrasesLearn to appreciate rhymes and poemsRecite some rhymes and poems by heartDiscuss word meanings, linking new meanings to those already knownUnderstand both the books that can be read accurately and fluently and those listened toDraw on what they already knowCheck that the text makes senseCorrect inaccurate readingDiscuss the significance of the title and eventsMake inferences on the basis of what is being said and donePredict what might happened on the basis of what as been read so farParticipate in discussion about what has been read to themExplain clearly understanding of what is read to them	Objectives covered by Guided reading <ul style="list-style-type: none"><u>Word reading</u><ul style="list-style-type: none">Read aloud accurately books that are consistent with their developing phonic knowledge.Apply phonic knowledge and skills as the route to decode words.Respond speedily with the correct sound to grapheme for the 44 phonemes.Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.Read accurately by blending sounds in unfamiliar words.Read common exception words, noting tricky parts.Read words containing -s, -es, -ing, -ed, -est endings.Split two and three syllable words into the separate syllables to support blending for reading.Read words with contractions; e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter.Develop fluency, accuracy and confidence by re-reading books.Read more challenging texts using phonics and common exception word recognition.	Developing pleasure in reading and motivation to read <ul style="list-style-type: none">Relate texts to own experiences.Recognise and join in with language patterns and repetition.Use patterns and repetition to support oral retelling; e.g. fairy stories, traditional tales and stories by well-known authors.Orally retell familiar stories in a range of contexts; e.g. small world, role play, storytelling.Enjoy and recite rhymes and poems by heart.Make personal reading choices and explain reasons for choices.	Understanding books which they can read themselves and those which are read to them <ul style="list-style-type: none">Understanding books which they can read to themselves and those which are read to them -<ul style="list-style-type: none">Introduce and discuss key vocabulary, linking meanings of new words to those already known.Activate prior knowledge e.g. what do you know about minibeasts?Check that texts make sense while reading and self-correct.Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.Give opinions and support with reasons e.g. I like the Little Red Hen because she...Explain clearly their understanding of what is read to them.Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.Identify and discuss main events in stories.Make predictions based on what has been read so far.Identify and discuss the main characters in stories.Discus the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.Make basic inferences about what is being said and done.Recall specific information in fiction and non-fiction texts.Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.	Participating in discussion <ul style="list-style-type: none">Listen to what others say.Take turns.	

Year 2 Pathways to Read	Genre: Fiction: fantasy - Troll by Julia Donaldson Fiction: fairytale - The Three Billy Goats Gruff by Mara Alperin PtW text - Troll Swap by Leigh Hodgkinson	Genre: Information - Above and Below by Patricia Hegarty PtW text - The Owl who was afraid of the dark by Jill Tomlinson	Genre: Recount: emails Information The Dragonsitter by Josh Lacey Real Dragons! by Jennifer Szymanski (National Geographic Kids series) PtW text - Dragon Machine by Helen Ward	Genre: Fiction: story with a familiar setting Owen and the Soldier by Lisa Thompson PtW text - Major Glad, Major Dizzy by Jan Oke	Genre: Fiction: adventure Fantastic Mr Fox by Roald Dahl PtW text - The Last Wolf by Mini Grey	Genre: Fiction: fairytale Grimm's Fairytales (Usborne Books) PtW text - Grandad's Secret Giant by David Litchfield
Ongoing Skills	<ul style="list-style-type: none"> • Listen to, discuss and express 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 • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • 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 • Recognise simple recurring literary language in stories and poetry • Draw on what they already know or on background information and vocabulary • Check that the text makes sense to them as they read and correct inaccurate reading • Recognise simple recurring literary language in stories and poetry <div>Predict: Predict what might happen on the basis of what has been read so far</div> <div>Clarify vocabulary: Discuss and clarify meaning of words, linking new meanings to known vocabulary</div> <div>Retrieve: Answer and ask questions</div>					
Mastery Focus	Make inferences on the basis of what is being said and done Discuss the sequence of events in books and how items of information are related	Answer and ask questions Introduce non-fiction books that are structured in different ways	Answer and ask questions Introduce non-fiction books that are structured in different ways Make inferences on the basis of what is being said and done	Discuss their favourite words and phrases Make inferences on the basis of what is being said and done	Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done	Discuss their favourite words and phrases Answer and ask questions

Year 3 Pathways to Read	Genre: Information - The Sea Book by Charlotte Milner PtW text - Seal Surfer by Michael Foreman	Genre: Fiction - adventure - Ice Palace by Robert Swindells PtW text - Winter’s Child by Graham Baker-Smith	Genre: Fiction - Fantasy The Iron Man by Ted Hughes The Iron Giant (film, 1999) PtW text - Stone Age Boy by Satoshi Kitamura	Genre: Fiction - adventure Information This Morning I Met a Whale by Michael Morpurgo Why would anyone hunt a whale? by The Literacy Company PtW text - Big blue whale by Nicola Davies	Genre: Information Usborne Illustrated Atlas of Britain and Ireland by Struan Reid Up (film clip, Disney) PtW text - Journey by Aaron Becker	Genre: Fiction - historical/ traditional tale Recount Egyptian Cinderella by Shirley Climo Wonderful Things by The Literacy Company PtW text - Zeraffa Giraffa by Dianne Hofmeyr
Ongoing Skills	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <ul style="list-style-type: none"> • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Check that the text makes sense to them and discuss their understanding • Participate in discussion about books 					
	Predict: Predict what might happen from details stated and implied					
	Clarify vocabulary: Explain meaning of words in context					
	Retrieve: Retrieve and record information					
Mastery Focus	Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Discuss words and phrases that capture the reader’s interest and imagination Ask questions to improve Understanding Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence	Identify themes and conventions in a wide range of books Discuss words and phrases that capture the reader’s interest and imagination Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence	Discuss words and phrases that capture the reader’s interest and imagination Ask questions to improve Understanding Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence	Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction	Use dictionaries to check the meaning of words that they have read Identify main ideas drawn from more than one paragraph and summarise Retrieve and record information from non-fiction

Year 4 Pathways to Read	<p>Genre: Fiction: traditional tales - A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister</p> <p>PtW text - Gorilla by Anthony Browne</p>	<p>Genre: Fiction: fantasy The Train to Impossible Places by P.G. Bell</p> <p>PtW text - Leon and the place between by Graham Baker-Smith</p>	<p>Genre: Information DK Findout! Volcanoes by Maria Gill</p> <p>PtW text - Escape from Pompeii by Christina Balit</p>	<p>Genre: Fiction: adventure Ariki and the Island of Wonders by Nicola Davies</p> <p>PtW text - When the Giant stirred by Celia Godkin</p>	<p>Genre: Recount: biography Information Fantastically Great Women who Saved the Planet by Kate Pankhurst</p> <p>Plastic Pollution by The Literacy Company</p> <p>PtW text - Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 seconds by Jen Green</p>	<p>Genre: Information A Myth-Hunter’s Travel Guide by The Literacy Company</p> <p>PtW text - Blue John by Berlie Doherty</p>
Ongoing Skills	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • Read books that are structured in different ways and read for a range of purposes • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Check that the text makes sense to them and discuss their understanding <ul style="list-style-type: none"> • Participate in discussion about books 					
	Predict: Predict what might happen from details stated and implied					
	Clarify vocabulary: Give / explain the meaning of words in context					
	Retrieve: Retrieve and record information					
Mastery Focus	<p>Ask questions to improve understanding</p> <p>Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Discuss words and phrases that capture the reader’s interest and imagination</p> <p>Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence</p> <p>Identify main ideas drawn from more than one paragraph and summarise</p>	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>	<p>Discuss words and phrases that capture the reader’s interest and imagination</p> <p>Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Identify themes and conventions in a wide range of books</p> <p>Identify main ideas drawn from more than one paragraph and summarise</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Ask questions to improve understanding</p> <p>Retrieve and record information from non-fiction</p>

Year 5 Pathways to Write	<p>Genre: Recount: biography - Goodnight Stories for Rebel Girls by Elena Favilli</p> <p>PtW text - Queen of the falls by Chris Van Allsburg</p>	<p>Genre: Fiction: traditional tale - Hansel and Gretel by Neil Gaiman</p> <p>PtW text - The Lost Happy Endings by Carol Ann Duffy</p>	<p>Genre: Fiction: myths and Legends - Odd and the frost giants by Neil Gaiman</p> <p>PtW text - Arthur and the Golden Rope by Joe Todd-Stanton</p>	<p>Genre: Information Film - Exploring Space by The Literacy Company</p> <p>Planet Unknown by Shawn Wang (film)</p> <p>PtW text - The Darkest Dark by Chris Hadfield</p>	<p>Genre: Fiction: contemporary Persuasion/ Information - The Last Wild by Piers Torday</p> <p>Pollution - a look behind the scenes by The Literacy Company</p> <p>PtW text - The Paperbag Prince by Colin Thompson</p>	<p>Genre: Fiction: books from other cultures and traditions- African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin</p> <p>PtW text - The Hunter by Paul Geraghty</p>
Ongoing Skills	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • Read books that are structured in different ways and read for a range of purposes • Increase 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 • Participate in discussion about books • Ask questions to improve understanding • Explain and discuss understanding of reading • Provide reasoned justifications for views • Recommend books to peers 					
	Predict: Predict what might happen from details stated and implied					
	Clarify vocabulary: Explore the meaning of words in context					
	Retrieve: Retrieve, record and present information					
Mastery Focus	<p>Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence</p> <p>Make comparisons within and across books</p>	<p>Evaluate authors’ language choice, including figurative language</p> <p>Identify and discuss themes and conventions</p> <p>Summarise main ideas from more than one paragraph, identifying key details</p>	<p>Make comparisons within and across books</p> <p>Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Summarise main ideas from more than one paragraph, identifying key details</p> <p>Distinguish between fact and opinion</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Evaluate authors’ language choice, including figurative language</p> <p>Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence</p> <p>Identify and discuss themes and conventions</p>

Year 6 Pathways to Write	Genre: Fiction: historical- When we were Warriors by Emma Carroll	Genre: Fiction: classic Recount/Information - Into the Jungle by Katherine Rundell	Genre: Fiction: classic - The Happy Prince and Other Tales by Oscar Wilde	Genre: Fiction: contemporary Information - The Explorer by Katherine Rundell	Genre: Information - Great Adventurers by Alastair Humphreys	Genre: Fiction: adventure - Sky Chasers by Emma Carroll
	PtW text - Star of Fear, Star of Hope by Jo Hoestlandt	Martha’s Suitcase by The Literacy Company	PtW text - Selfish Giant by Oscar Wilde and Ritva Voutila	Exploring the Amazon by The Literacy Company	PtW text - Manfish by Jennifer Berne	PtW text - Sky Chasers by Emma Carroll
		PtW text - Can we save the tiger? by Martin Jenkins		PtW text - Jemmy Button by Alix Barzelay		
				The Island by Jason Chin		
Ongoing Skills	Ongoing skills: <ul style="list-style-type: none">• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Read books that are structured in different ways and reading for a range of purposes• Increase 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• Participate in discussion about books• Ask questions to improve understanding• Explain and discuss understanding of reading• Provide reasoned justifications for views• Recommend books to peers					
	Predict: Predicting what might happen from details stated and implied					
	Clarify vocabulary: Explore the meaning of words in context					
	Retrieve: Retrieve, record and present information					
Mastery Focus	Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence	Identify and discuss themes and conventions Summarise main ideas, identifying key details Distinguish between fact and opinion	Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence	Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence	Summarise main ideas, identifying key details	Identify and discuss themes and conventions
	Make comparisons within and across books		Evaluate authors’ language choice, including figurative language	Identify how language, structure and presentation contribute to meaning	Identify how language, structure and presentation contribute to meaning	Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence
	Evaluate authors’ language choice, including figurative language		Make comparisons within and across books	Evaluate authors’ language choice, including figurative language	Distinguish between fact and opinion	Evaluate authors’ language choice, including figurative language