



# Reading Intent Document Bentley High Street Primary



November 2022

## Contents

<a href="#"><u>Introduction</u></a>	3
<a href="#"><u>Progression Overview</u></a>	15
<a href="#"><u>Long Term Sequence (Core Text)</u></a>	19
<a href="#"><u>Nursery</u></a>	21
<a href="#"><u>Reception</u></a>	22
<a href="#"><u>Year 1</u></a>	24
<a href="#"><u>Year 2</u></a>	30
<a href="#"><u>Year 3</u></a>	38
<a href="#"><u>Year 4</u></a>	45
<a href="#"><u>Year 5</u></a>	52
<a href="#"><u>Year 6</u></a>	59

# Introduction

## Introduction

This document is the basis for planning and delivery within each year group. It outlines the knowledge that should be taught in reading and includes:

- A summary of the knowledge and principles that underpin our approach
- Progression of reading, including the core content and intended learning for developing the application of phonics, reading for pleasure (including poetry) and reading accurately, aligned to the National Curriculum and Exceed Learning Partnership's Reading Progression Document

Teachers should draw upon the statements in conjunction with the reading curriculum overview and the class text when planning the reading teaching sequences. It is the embedding of these skills in particular which will have the greatest impact on pupil outcomes and allow them to make sure progress in their reading.

## Intent

We have built our reading curriculum around the principles of evidence-led practice, including the recommendations from the EEF Improving Literacy Guidance Report. This is to ensure that pupils are equipped to successfully think, work and communicate like a reader. Our reading curriculum focuses on excellence by learning from outstanding authors, and the intention is that exceptional teacher instruction inspires pupils to acquire knowledge as readers and skillfully apply their understanding. It is our intention that through studying a range of quality yet challenging fiction, non-fiction and poetry, pupils become more expert as they progress through the curriculum, which develops pupils' language capabilities, supports pupils to develop fluent reading capabilities and teaches reading comprehension strategies through modelling and supported practice:

### 1. Develop pupils' language capabilities

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include collaborative learning activities where pupils can share their thought processes; reading books aloud and discussing them, including use of structured questioning; and pupils articulating their ideas verbally.
- Promote high-quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

### 2. Support pupils to develop fluent reading capabilities:

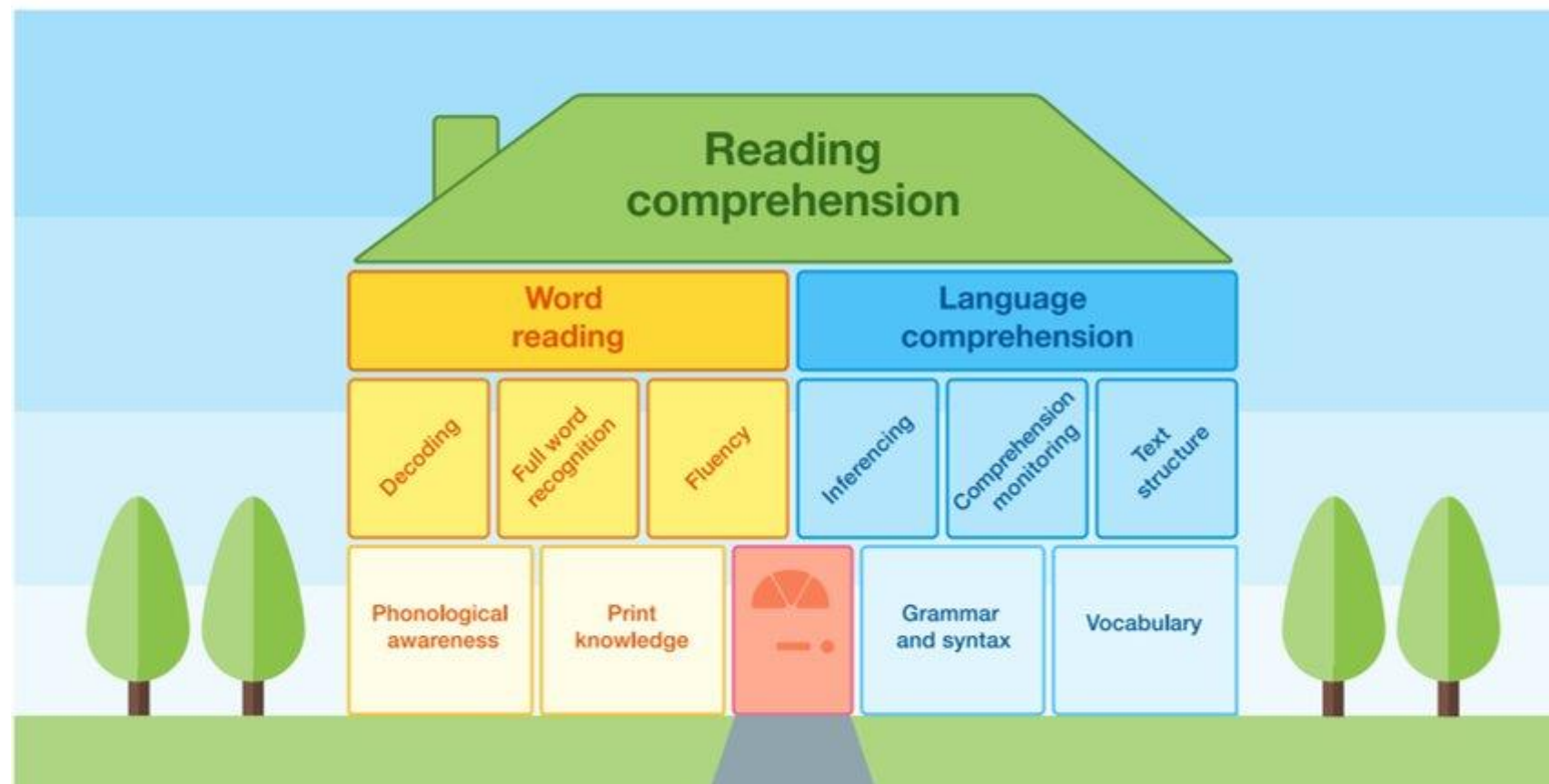
- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.

- Develop pupils' fluency through guided oral reading instruction with teachers modelling fluent reading, then pupils read the same text aloud with appropriate feedback; and repeated reading where pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

### **3. Teach reading comprehension strategies through modelling and supported practice**

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: prediction (based on text content and context); questioning; clarifying; summarising; and activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

**Figure 2: Reading comprehension—the sum of many parts**  
*Adapted from Hogan, Bridges, Justice, and Cain (2011)*



We choose texts from our ambitious, bespoke reading spine: we have a duty to expose our children to a breadth of books and texts in order to open their eyes and minds to the world outside school – books are a really effective way to do this. Throughout the process of creating a whole school text map, certain considerations have been made: progression of text difficulty over the year; age-appropriate content; progression throughout the school; topic and cross-curricular links; breadth of authors (modern and classic; male and female); culture and diversity; and a balance of fiction/non-fiction/poetry.

## Reading for Pleasure

Our curriculum deliberately supports pupils' reading for pleasure and draws on research conducted by The Open University and The UK Literacy Association (UKLA) in 2019. This found that a 'robust Reading for Pleasure pedagogy' encompasses four practices:



1. Reading Aloud
2. Informal book-talk and recommendations
3. Independent reading time
4. A highly social reading environment

In addition to this, the research also found that Reading for Pleasure pedagogy must be explicitly planned for and be learner-led, informal, social and supported by 'texts that tempt'.

## Reading Fluency

'Fluency is reading with and for meaning, and any instruction that focuses primarily on speed with minimal regard for meaning is wrong.'

As explained in the EEF Updated ['Improving Literacy in KS2' guidance report](#), in the context of literacy, reading fluency is defined as reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).

At Exceed academies we teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.

All pupils will benefit from an emphasis on the explicit teaching of fluency as part of a multi-faceted approach to teaching reading. Through assessment some pupils may require additional support with reading fluency beyond whole class reading lessons. A fluency scale rubric, like the one adapted from Zutell and Rasinski (1991), will be used to assess and evaluate this. (English Appendix 1) Reading fluency interventions will be implemented to close these gaps and ensure that pupils have the building blocks to comprehension skills.

Figure 5: Reading fluency



## EEF Guidance - Readers Theatre

Figure 6: A guide to Reader's Theatre



Step 1: Adult as model	Step 2: Echo reading	Step 3: Text allocation
The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: <ul style="list-style-type: none"> <li>1. all have the exact same short section of text, or</li> <li>2. a longer section might be split into short parts, so that each group has a different piece.</li> </ul>
Step 4: Repeated choral reading	Step 5: Close reading	Step 6: Text marking
In their groups, children read their section aloud, echoing the initial reading by the adult.	In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. <p>Prompts are provided to direct their reading.</p>
Step 7: Practise	Step 8: Perform	Step 9: Reflect
Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Each group performs their rehearsed piece. <p>(Adult may record so that children can appraise their own performance).</p>	Children evaluate their own and/or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.



## Implementation

We implement our intended reading curriculum through several deliberate and strategically planned approaches:

- **Reading aloud:** Time to read aloud is found every day. Whether reading a storybook, news article or poetry, it's a wonderful opportunity for staff to offer a model for independent reading and to demonstrate their own enthusiasm for books. Each class has a class reader, which provides more challenge than texts children could access independently. These texts are shared purely for enjoyment and are uninterrupted by frequent questioning. These books are then placed within the class reading area for the children to re-read and enjoy at their leisure. Reading aloud is strongly encouraged at home as well as at school. Children in the early years and KS1 take home a 'sharing book' for their parents or carers to read to them in addition to a decodable book.
- **Informal book-talk and recommendations:** Reading needs to be vocal as well as visible. By encouraging our children to talk to each other about their current reading, we hope to create a culture which will enable spontaneous child-led text talk. We recognise that as educators, it is our responsibility to try and keep up to date with new publications in children's literature so we can provide children with recommendations tailored to their interests, reflecting reader identities within each classroom.
- **Independent reading time:** We build in as many opportunities for reading as possible within our school day, both for purpose and for pleasure. For children to develop as self-reliant readers, they need to be able to select a book and sustain their concentration. With a reported decrease in the time children spend reading at home, it is especially important that children can read for a sustained period at school. Children are encouraged to read a book that they can connect with and enjoy. FS and KS1 children are encouraged to read independently through the provision of attractive and welcoming book corners with a range of texts displayed for children to help themselves too. The children are encouraged to handle books carefully and try to retell familiar stories to their friends or to toys.
- **A highly social reading environment:** Reading displays (and areas) can be powerful and provide a focus for favourite books, reading recommendations and reading behaviours. As well as being aesthetically pleasing, we recognise that reading displays should be purposeful and the children should have some ownership of them. For example, by being involved in the creative process or by adding to displays with post-its or reviews. In our reading areas, books are accessible, appealing, and changed often. Where appropriate, they are organised and labelled by author. It's important for children to realise that reading is linked to everything, so books may be found within the continuous provision in the Early Years. We are working on making our school a reading-rich environment and giving children opportunities to read beyond the classroom, whether in the hall, library or playground.
- **Learner-led:** By being learner-led, our reading for pleasure pedagogy allows children to exercise their rights as readers. We understand that children need the chance to build their stamina as readers but will only do so if they want to read. We give our children opportunities to select what we read in class; choose a book to take home; ask for new books for our school; and read in different places.



- **Whole Class Shared Reading Approach:** We also implement our intent using the Exceed Learning Partnership shared reading teaching sequence. Teachers should use this document as a direct reference to support the planning and assessment of reading, building these into the reading sequence. The National Curriculum statements have been fully broken down into small steps to enable coverage to be progressive and thorough. The reading curriculum is taught using the VIPERS approach within shared reading. These align with the reading domains, but the acronym enables the children to recall the reading skills needed to fully comprehend a piece of text with ease and understanding. The VIPERS progression document ensures progression and challenge throughout the school.

### **Planning the Sequence of Shared Reading**

- An underlying principle of shared reading is that the text is re-visited through sequential lessons so that pupils gradually take on more responsibility for reading the text.
- Teachers should purposefully plan for these sequential learning experiences to build on the previous day's learning through entry tasks. The focus of instruction may change, depending on whether it is the initial reading of the text or a subsequent reading.
- With multiple instructional foci spread over several consecutive days, compressing the learning into a single shared reading lesson can be avoided.

### **Area of instructional Focus**

- Each shared reading lesson must have a clear instructional focus through What We Will Know.
- The areas of instructional focus for shared reading are based on the skills and strategies of the reading curriculum.
- Comprehension strategies, word solving, and possible text obstacles are among the many areas that may be addressed in shared reading experiences.
- Reading skills are taught and practised during whole class reading sessions.
- Shared reading will also support the development of reading through modelling fluency.
- Fiction and non-fiction are to be covered in the lessons taught.
- Teachers plan key questions based on the content domain as per the reading curriculum.

### **Text Focus**

- The selection of appropriate texts is one of the most important aspects of reading instruction. Teachers need to plan ahead to select instructional texts and determine which texts to use for which purposes when not stipulated in the reading curriculum.
- During shared reading, the text must be large enough to be clearly visible to all students (by using an interactive whiteboard, a poster, individual copies of the text, or other large print text).
- As shared reading is most often a whole class learning experience, the selected text should be challenging to most students in the class (the level of challenge of the text may stem from the complexity of the written text and vocabulary, text features, genre, layout, content and subject matter, and students' confidence and familiarity with the selected strategy or skill.)
- In addition to considering level of engagement, text visibility, and level of difficulty, teachers also need to select a text that supports the teaching of necessary strategies and skills by providing a variety of opportunities for addressing the selected teaching points.

In Key Stage 1, 'Explain' is not one of the content domains; rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text. In Key Stage 2, the 'explain' section covers the additional content domains of 2F, 2G and 2H.

Early Years - ELG: Comprehension	Key Stage 1 Content Domain Reference	Key Stage 2 Content Domain Reference	VIPERS
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	1a: draw on knowledge of vocabulary to understand texts	2a: give/explain the meaning of words in context	Vocabulary
	1b: identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	2b: retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
	1c: identify and explain the sequences of events in texts	2c: summarise main ideas from more than one paragraph	Summarise
	1d: make inferences from the text	2d: make inferences from the text/ explain and justify inferences with evidence from the text	Infer
	1e: predict what might happen on the basis of what has been read so far	2e: predict what might happen from details stated or implied	Predict
		2f: identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
		2g: identify/explain how meaning is enhanced through choice of words and phrases	
		2h: make comparisons within a text	

## Shared Reading Sequence

### Early Years

In Early Years, we use EY2P when delivering our reading lessons, so as to relate them to our writing with a purpose. Children have daily reading input and have the opportunity to listen to a class story every day.

Imitation	Session 1 – Hook Introduction and full read of the text	Session 2 – Reading as a reader. Share model text & story map. MTYT for favourite phrases/repeated language/ focus vocab. Unpick focus vocabulary. Retrieval and inference questions to answer. TTYP – model full sentence and answer. Use of sentence stems.	Session 3 – Reading as a writer. Share model text & story map – pause slightly before favourite phrases/ repeated language to prompt participation.		<u>Provision</u> Imitation: T - Drama/ retelling SA – Daily spelling; spelling cards, model phonics, targets, oral rehearse. P – Independent writing/ story telling OA – Drama retelling
Innovation	Session 4 - Planning – changing an aspect of the story. First, next, Finally.	Session 5 - Draw and retell – create an adapted story map with the children.	Session 6 - Shared write session. Oral rehearsal. Fred fingers.	Session 7 - Shared write session Oral rehearsal. Fred fingers.	Innovation: T - Guided write SA – Daily spelling; spelling cards, model phonics, targets, oral rehearse. P – Independent writing/ story telling
Invention	Session 8 – Repeat innovation. Children create own version.	Session 9 – Modelled write.	Session 10 – Story invention. Children create own stories/ celebrate completed stories.		Invention: T - Guided write SA – Daily spelling; spelling cards, model phonics, targets, oral rehearse. P – Independent writing/ story telling

## Y1

Once children are in Foundation Stage they take part in a systematic phonics programme (*Read, Write, Inc.*) where they learn over forty-sounds and many tricky words (common exception words). Their reading books are accurately matched to the phonics they are learning and are read with the idea that they are confident and enjoy showing off the success of their reading skills. Children remain on the programme until they pass the phonics screening check, or when they know all the sounds and are confident readers. Our aim is for most children to have completed the scheme by the end of Key Stage 1, however some children will remain in Key Stage 2 if necessary. Our ultimate aims and objectives within the *Read, Write, Inc.* programme are for the children to be able to learn and apply blending skills and to learn to segment words in order to be able to create skilled and confident readers.

## Y2 – Y6

At Exceed Learning Partnership, we use the whole-class reading approach where every child engages, with scaffolding or support where necessary, to enable progress and success. Engagement is key with reading, so before a new text is introduced, teachers use activities to build intrigue and interest. Sometimes objects or artefacts may be used to inspire predicting what the text may be about; front and back covers are explored and titles unpicked. Discussion is vital throughout the whole reading process and children are given opportunities to discuss what they think the book will be about and encouragement to make links to other texts they have read. The sequence structure enables teachers to explicitly teach the skills set out in the reading domains, and is consistent and progressive from EYFS to Year 6. As pupils move into Year 2 they continue to access a daily phonics lesson, which after careful teacher assessment moves on to concentrate on application of phonics in a broader context, whilst developing further knowledge of the vocabulary, punctuation and grammar element of the National Curriculum. From Year 2, children begin to access whole class shared reading as the main approach to teaching reading skills, which is the adopted approach as pupils move throughout Key Stage 2.

This develops listening skills, a love of stories and reading for pleasure. This is teacher-led reading with pupils listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the pupils. Each class has a core text per half term or term, depending upon the length of the text. This text is the main focus for reading and writing sessions and, where possible, will link to the wider curriculum. Reading sessions include opportunities for children to read, ask and answer questions and develop their understanding of a range of text types and genres. The children study a different aspect of reading each day to ensure that they leave Key Stage 1 as passionate and fluent readers who can comprehend a wide variety of text types. They study the class text for 4 days, and on Friday, apply the skills that they have learnt during the week to a non-fiction text or poetry. Prediction and sequencing are built into the week at an appropriate stage. Having developed fluency, Year 3 then builds on the skills learnt in Year 2. Prediction and explaining are built into the week at an appropriate stage. Years 4, 5 and 6 follow the same sequence with the challenge and progression coming from the text and questioning.

## Impact

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become **permanently embedded** in children's long-term memory in addition to looking for **excellence** in their outcomes. We use four main tools to quality assure the implementation and impact of our reading curriculum:

- **Learning observations** help to evaluate subject knowledge, explanations, expectations, opportunities to learn, pupil responses, participation and relationships.
- **Professional growth models** help to improve staff subject knowledge and evidence-informed practice such as questioning and explicit instruction techniques.
- **Assessment and achievement** articulate the outcomes from lessons and tests, how well the content is understood and what the strengths and limitations are; it informs what to do next.
- **Pupil Book Studies** help to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.

When undertaking these we ask the following key questions:

- How well do pupils remember the content that they have been taught?
- Do books and pupil discussions radiate excellence?
- Does learning 'travel' with pupils and can they deliberately reuse it in more sophisticated contexts?

Teachers employ a range of strategies both at and after the point of teaching to check the impact of their teaching on the permanence of pupils' learning. These include: retrieval practice during shared reading lessons, vocabulary use and application, deliberate practice and rephrasing of taught content, questioning within the learning sequence, summarising and explaining the main learning from the sequence, tests and other assessments.

- **Formative Assessments:** The best form of assessment in reading is at the point of delivery, while pupils are working. Assessing children during reading sessions against the learning objectives from the reading intent helps us to understand pupils' development as readers, and by encouraging pupils to articulate their thinking and reflections, we can understand which aspects of reading and comprehension may require additional teaching, then reshape teaching to support this.
- **Summative Teacher Assessment:** All pupils are also assessed using the school's reading intent and judged against year group criteria as either working towards, working at or working at greater depth within a particular year group. Teachers record summative judgements termly on OTrack. We do this 'to provide an accurate shared meaning without becoming the model for every classroom activity' (Christodolou, 2017). If our curriculum is effective, it will lead to improvements in summative assessments over time.
- **Tests:** From the end of Year 1, and in Years 3, 4 and 5, pupils take part in termly NFER reading tests. In Years 2 and 6, pupils take a previous reading SATs paper. This gives us additional evidence to say whether children are on track with their reading or not and is used to support termly summative assessment.
- **Phonics Assessments:** EYFS and KS1 have regular phonics tracking taking place to identify gaps within learning, as 6 weekly assessments. All assessments are discussed at pupil progress meetings and reported in reports to parents. Children are formally assessed, with standards reported to the Local Authority and the Government at the end of Foundation Stage, at the end of Key Stage 1 (Year 2) and at the end of Key Stage 2. Towards the end of Year 1 children carry out a phonics screening test to ensure they have acquired the necessary phonic knowledge to progress into Year 2. Children who do not pass this screening carry out it again in Year 2.

The Subject Leader undertakes a range of activities to understand what the curriculum looks like across the school and how well pupils know more, remember more and can do more as a result. In addition to the above tools, they use learning walks, planning reviews and book looks. When looking at books, we look at the content and knowledge and teaching sequence. They use their findings to support teachers to improve how they implement our reading curriculum and to make recommendations about the suitability of the intent for their subject.

Pupil book study is used as a method to quality assure our curriculum by talking to the children and looking in pupils' books. We do this after content has been taught to see the extent to which pupils are knowing more, remembering more and able to do more. In preparation, we review the planned content, knowledge and vocabulary, so that conversations with pupils are meaningful and focused on what has been taught. When looking at books, we look at the content and knowledge, teaching sequence and vocabulary. We also consider pupils' participation and consider the explanations and models used, the tasks the pupils are asked to do, the ability to answer carefully selected questions and retrieve information and the impact of written feedback. We ask careful questions that probe their knowledge, understanding and skills.

The Subject Leader will use this document in order to ensure that the sequence of learning within the teaching of reading is delivered across the academy and outcomes are secured for all pupils within all year groups. Where pupils have gaps in learning, the document will be used to identify the stage of pupil learning and the next steps within the sequence in order to ensure that pupils make progress and close these gaps. The Subject Leader formally reports on impact of the curriculum termly to the Curriculum Leader, Principal and Governors.

# Progression Overview

## Early Years

### Comprehension:

From EYFS, children are exposed to a wide range of texts including stories, poems and non-fiction pieces and given opportunities to respond to these texts in a variety of ways. Developing communication skills is vital to a child's progress, cognitively, socially and linguistically, therefore our approach to teaching reading begins with a spoken discussion.

By the end of Nursery pupils should understand:

- Print has meaning
- Print has different purposes
- We read English text from left to right, top to bottom

Pupils should be able to:

- Name the different parts of a book
- Page sequencing
- Engages in conversations about stories, learning new vocabulary

By the end of Reception pupils should be able to:

- 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

### Read Write Inc. (Nursery to Year 2)

Phonic knowledge is taught in the Speed Sounds Lessons and applied in the Storybook lessons. The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.

- Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h / r j v y w / z x sh th ch qu ng nk
- Children learn the digraphs / ll ss ff ck / in Word Time whilst reading Ditties.
- When reading Green Level books (that contain Set 1 sounds), children start to learn the Set 2 sounds in the Speed Sounds Lessons.
- Set 2 teaches 12 vowel digraphs/trigraphs: ay ee igh ow oo oo ar or air ir ou oy



Children meeting progress expectations will be able to say a sound for each letter of the alphabet and at least 10 digraphs by the end of Reception. Children will go on to learn alternative spellings (Set 3) in Year 1.

Children are taught to sound-blend from the very beginning, initially orally using 'Fred Talk'. Once children know the first few sounds, they will use the Speed Sounds Cards and then the Green Word Cards to blend the sounds they know into simple words.

Common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Children are taught to read and spell Red Words and then read them in the Ditty and Storybooks, to ensure children learn to read and spell them with confidence.

Children start reading simple sentences in the Red Ditty Books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green Level onwards.

## Key Stage 1

### During year 1:

- ensure pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills
- pupils continue to learn new grapheme- phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.
- pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. -
- children should hear, share and discuss a wide range of high-quality books to develop a love of reading.
- pupils should be helped to read words without overt sounding and blending after a few encounters.

### By the beginning of year 2 Pupil should be able to:

- read all common graphemes.
- read unfamiliar words containing these graphemes, accurately and without undue hesitation.
- read many common words containing GPCs taught so far without needing to blend the sounds out loud first.
- read common exception words securely.
- read with increased fluency and automaticity.
- retell familiar stories that have been read to and discussed with them

### During year 2, pupils should be able to:

- develop their accurate and speedy word reading skills.
- listen to and discuss a wide range of stories, poems, plays and information books.

## Lower Key Stage 2

### By the beginning of year 3, pupils should be able to:

- read books written at an age-appropriate interest level.
- read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.
- decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.
- develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently.
- develop their knowledge and skills in reading non-fiction about a wide range of subjects.
- justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

## Upper Key Stage 2

### By the beginning of year 5, pupils should be able to:

- read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.
- read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.
- prepare readings, with appropriate intonation to show their understanding.
- summarise and present a familiar story in their own words.

- reading widely and frequently, outside as well as in school, for pleasure and information.
- read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Read, Write, Inc.	Sets Taught	Decodable Books
Nursery	Set 1	1a
Reception	Set 1/2	Autumn 1b/1c Spring - Ditty Summer - Red (1-10), Green (1-10) and Purple (1-10)
Year 1	Set 2/3	Autumn - Pink (1-10) Spring - Orange (1-12) and Yellow (1-10) Summer - Blue (1-10) and Grey (1-13)
Year 2 and KS2	Set 1-3 (Rapid Catch Up)	Colour as needed

We expect our children to meet the following milestones in terms of their phonological development through EYFS and Key Stage 2:

### EYFS

End of Foundation 1	Oral blending CVC words
End of Foundation 2	At least 80% secure in phase 2 and 3 Can read at least 80% of words with clusters or blends from phase 4 100% Aspirational Target for all academies

Year 1 Phonics Screening Check \* to be completed at the end of each half term.

Baseline Data	Review on entry data in phonics
Autumn A	Expected Standard 10+/40 in Phonics screening check
Autumn B	Expected Standard 20+/40 in Phonics screening check
Spring A	Expected Standard 23+/40 in phonics screening check
Spring B	Expected Standard 26+ / 40 in phonics screening check
Summer- Phonics Screening Check	Expected Standard 32+ / 40 in phonics screening check 90% + Aspirational Target for all academies

We particularly closely monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and enough additional support is provided to enable them to keep up. We give catch up support by providing group interventions. The content of these sessions is determined by on-going gap analyses and our in-depth knowledge of each child. Children experiencing significant difficulty are provided with intensive, individual support to reach the required standard.

## Excellence in Reading – Reading Spine

Year group			
	Term 1	Term 2	Term 3
FS 1 (Nursery)	Owl Babies – Martin Waddell The Enormous Turnip – Katie Daynes Walter’s Wonderful Web – Tim Hopgood The Gingerbread Man – Ladybird We’re Going on a Bear Hunt – Michael Rosen Stickman – Julia Donaldson	Cave Baby – Julia Donaldson Big Feelings – Rebekah Ballagh Peppa Pig’s Chinese New Year – Peppa Pig The Three Little Pigs – Ladybird Peepo! – Allan Ahlberg	Jack and the Beanstalk – Ladybird The Very Hungry Caterpillar – Eric Carle Superworm – Julia Donaldson Pete the Cat – Eric Litwin We All Went on Safari – Laurie Krebs Goodnight Spaceman – Michelle Robinson Whatever Next? – Jill Murphy
FS 2	Owl Babies – Martin Waddell The Enormous Turnip – Katie Daynes Room on the Broom – Julia Donaldson That’s Not My Snowman – Fiona Wells We’re Going on a Bear Hunt – Michael Rosen Penguin – Polly Dunbar	Monkey Puzzle – Julia Donaldson Big Feelings – Rebekah Ballagh The Great Race – Emily Hiles The Three Little Pigs – Ladybird Please Mrs Butler – Allan Ahlberg Topsy and Tim Go to Hospital – Jean Adamson	Jack and the Beanstalk – Ladybird The Very Hungry Caterpillar – Eric Carle Smartest Giant in Town – Julia Donaldson Handa’s Surprise – Eileen Browne The Train Ride – June Crebbin
Year 1	The Tiger Who Came to Tea – Judith Kerr The Crocodile Under the Bed – Judith Kerr Mog and the Vet – Judith Kerr Mog the Forgetful Cat – Judith Kerr Katinka’s Tail – Judith Kerr Mog’s Christmas – Judith Kerr	What the Ladybird Heard – Julia Donaldson Charlie Cook’s Favourite Book – Julia Donaldson Guess How Much I Love You – Sam McBratney Everywhere Bear – Julia Donaldson Slug Needs a Hug – Jeanne Willis	Where the Wild Things Are – Maurice Sendak Owl Babies – Martin Waddell Farmer Duck – Martin Waddell
Year 2	Meerkat Mail – Emily Gravett Wolves – Emily Gravett Grandpa – John Birmingham A Song of Heroes (Anonymous) The Jolly Christmas Postman – Allan Ahlberg	The True Story of the Three Little Pigs – John Scieszka The Wolf Story – What Really Happened to Little Red Riding Hood – Toby Forward Just As You Are – Jen Harrison The Cat in the Hat – Dr Seuss	Fantastic Mr Fox – Roald Dahl The Heart and the Bottle – Oliver Jeffers Lost and Found – Oliver Jeffers
Year 3	Voices in the Park – Anthony Browne The Tunnel – Anthony Browne The Solider – Rupert Brooke The Little Match Girl – Hans Christian Anderson	Dragon Post – Emma Yarlet Us Two – AA Milne Beast Feast – Emma Yarlet You Are Old, Father William – Lewis Carroll	Woof! – Allan Ahlberg Something Told the Wild Geese – Rachel Field Chocolate – Michael Rosen

	How the Camel Got its Hump – Rudyard Kipling		
Year 4	The Witches – Roald Dahl Victory Bells - Grace Hazard Conkling The Snowman – Michael Morpurgo Topsy Turvy World – William Brighty Rands	Charlotte’s Web – EB White Those Winter Days – Robert Hayden The Black Dog – Levi Pinfold Revolting Rhymes – Roald Dahl	The Midnight Gang – David Walliams If – Rudyard Kipling Silver – Walter de la Mere
Year 5	Farther – Grahame Baker-Smith Rhythm of the Rain – Grahame Baker-Smith Leon and the Place Between – Grahame Baker-Smith For the Fallen – Laurence Binyon The Velveteen Rabbit – Margery Williams	Cosmic – Frank Controlli Boyce How Do I Love Thee? – Elizabeth Barrett Browning The Pobble Who Had No Toes – Edward Lear	How to Fly with Broken Wings – Jane Elson The Highwayman – Alfred Noyes
Year 6	The Boy in the Striped Pyjamas – John Boyne In Flander’s Field – John McCrae A Christmas Carol – Charles Dickens Twas the Night Before Christmas – CC Moore	Skellig – David Almond Daffodils – William Wordsworth Sonnet 18 – William Shakespeare Arrival – Shaun Tan Jabberwocky – Lewis Carroll	Holes – Louis Sachar The Tyger – William Blake

ARCHAIC TEXT

COMPLEXITY OF PLOT

NARRATIVELY COMPLEX

RESISTANT TEXT

NON-LINEAR TIME SEQUENCE

## Excellence in Reading - Nursery

Components	Core Content and Intended Learning		
<b>Phonics Knowledge</b>	<ul style="list-style-type: none"> <li>- Learn the 1st letter of their name.</li> <li>- Learn some initial sounds for everyday words/ nouns.</li> <li>- Learn nursery rhymes.</li> <li>- Spot print in books and the environment.</li> <li>- Begin to learn picture cards for RWI. Experience and learn stories through role play, storytelling, small world and art.</li> <li>- Identify and describe different sounds and noises in the environment.</li> <li>- Experience and develop awareness of sounds with instruments and noise makers</li> <li>- Develop awareness of sounds and rhythms using body percussion.</li> <li>- Articulate words correctly in rhythm.</li> <li>- Listen to sounds and know which are the same and different (beginning or end).</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to learn nursery rhymes and explicitly spot rhyming pairs.</li> <li>- Learn initial sounds for everyday items and nouns.</li> <li>- Learn the first 10 single letter sounds.</li> <li>- Learn to track words left to right</li> <li>- Continue to recognise print, logos, titles of books.</li> <li>- Answer simple retrieval questions and inference questions from stories which are read to them.</li> <li>- Experience and learn stories through role play, storytelling, small world and art.</li> <li>- Be able to re-tell a range of stories using pictures and story maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to learn nursery rhymes and explicitly spot rhyming pairs and strings.</li> <li>- Identify initial sounds and groups of objects with the same initial sound.</li> <li>- Continue to learn single letter sounds.</li> <li>- Learn to track words left to right.</li> <li>- Continue to recognise print, logos, titles of books</li> <li>- Learn to orally blend 3 sound words.</li> <li>- Answer simple retrieval questions and inference questions from stories which are read to them.</li> <li>- Experience and learn stories through role play, storytelling, small world and art.</li> <li>- Be able to re-tell a range of stories using pictures and story maps. Begin to adapt these stories and create their own.</li> <li>- Introduce non-fiction books to children.</li> </ul>

## Excellence in Reading - Reception

Components	Core Content and Intended Learning		
<p style="text-align: center;"><b>Phonics</b></p> <p style="text-align: center;"><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>- Learn single letter sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x,</li> <li>- Learn to orally blend 3 sound words.</li> <li>- Learn and review nursery rhymes and spot rhymes in books and songs.</li> <li>- Identify initial sounds for a range of words.</li> <li>- Begin to blend 3 sound words.</li> <li>- Answer simple retrieval questions and inference questions from stories which are read to them.</li> <li>- Experience and learn stories through role play, storytelling, small world and art.</li> <li>- Be able to re-tell a range of stories using pictures and story maps. Begin to adapt these stories and create their own.</li> <li>- Explore and have non-fiction books read to them.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn the first 6 digraphs in set 1: ch,sh,th,nk,ng,qu</li> <li>- Learn to blend 3 sound words independently.</li> <li>- Learn to blend words containing digraphs</li> <li>- Blending VC, CVC, CCVC and CVCC words</li> <li>- Read short captions and sentences.</li> <li>- Answer simple retrieval questions and inference questions from stories which are read to them.</li> <li>- Blend known sounds to read alien words.</li> <li>- Learn the meaning of new vocabulary as they read or hear stories.</li> <li>- Learn to read red words:</li> <li>- Key words to read 1. Put, a, on, not, that, up 2. The, I, put, a, him, got, this 3. The, no, of, bath, get 4. I, of, my 5. big, can 6. My, I, the, of, help, have, back 7. The, I, of, his, with 8. I, put, the, of, an 9. My, the, I, for, has 10. I, the, of, my, he, full, will</li> <li>- Be able to re-tell a range of stories using pictures and story maps and props. Create and retell their own stories.</li> <li>- Begin to understand features of non-fiction texts and hear these read by an adult/ enjoy looking at them.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn digraphs in set 2 and read these in words. ay, ee, igh, ow, oo, oo</li> <li>- Learn to blend 4 and 5 sound words. Blending VC, CVC, CCVC and CVCC words.</li> <li>- Read sentences and short stories.</li> <li>- Fred in your head - children to sound out and blend the word in their heads before saying the word.</li> <li>- Learn the meaning of new vocabulary as they read.</li> <li>- Answer simple retrieval questions and inference questions from stories which are read to them and begin to answer questions about stories they have read.</li> <li>- Begin to read some words fluently (using Fred in head) and apply this to reading books matched to their ability with increasing fluency.</li> <li>- Blend known sounds to read alien words.</li> <li>- Be able to re-tell a range of stories using pictures and story maps and props. Create and retell their own stories.</li> <li>- Begin to understand features of non-fiction texts and hear these read by an adult/ enjoy looking at them.</li> <li>- Read red words: 1. The, your 2. The, said, I, of, my, had 3. The, of, he, baby, then 4. You, I, said, of, be 5. He, said, no, my, I, off 6. He, said, no, I 7. I, said, of, no, but, had 8. Said, the, my, are, I, them 9. I, said, the, he, no, you, put 10. I, the, said, you, of, went</li> </ul>



Components	EYFS - Core Content and Intended Learning
Reading for Pleasure	<ul style="list-style-type: none"> <li>- Listen to others one to one or in small groups when conversation interests them.</li> <li>- Enjoys rhyming and rhythmic activities.</li> <li>- Listens to stories with increasing attention and recall.</li> <li>- Shows interest in illustrations and print in books and print in the environment.</li> <li>- Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> </ul>
Reading Accurately, with fluency and with understanding	<ul style="list-style-type: none"> <li>– Routinely incorporate rich opportunities for children to sing songs, recite rhymes and learn poems by heart during story time. These can be rehearsed over and over, with and without a copy of the text.</li> <li>– Read aloud from picture books with repeated refrains so that children can start to join in and emulate prosodic reading. For example, an adult might read 'I Want My Hat Back' by Jon Klassen daily with the children, sweeping their finger under the phrases to model expert prosody and pausing so that all children can chorally recite the refrain and practise using good prosody.</li> <li>– For children at the upper end of Early Years, find opportunities for them to re-read familiar books so that they can apply the skills of fluent reading with little difficulty. For example, an adult might ask a child to use their story- telling voice to re-read their familiar book to a partner, pretending to be the teacher.</li> <li>– Use echo reading to model the prosody required to bring the text to life and re-read sentences until a good level of fluency is achieved by the child.</li> </ul>

## Excellence in Reading - Year 1

Components	Core Content and Intended Learning		
<b>Phonics</b>  <b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Read books matched to their ability with increased fluency.</li> <li>- Learn digraphs in set 2 and read these in words, ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</li> <li>- Learn to blend 4 and 5 sound words and some multisyllabic words.</li> <li>- Read red words: Of, are, said, you, all, no, he, day 7. To, my, washing, the, when, just 8. Some, no, all, of, the 9. My, you, to, me, the 10. Be, my, no, so, all</li> </ul>	<ul style="list-style-type: none"> <li>- Read books matched to their ability with increased fluency.</li> <li>- Learn digraphs in set 3 and read these in words. ea (e), oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure</li> <li>- Learn to read multi-syllabic words.</li> </ul>	<ul style="list-style-type: none"> <li>- Read books matched to their ability fluently.</li> <li>- Know all digraphs from set 1,2,3 and learn additional digraphs. Read these sounds in words.</li> <li>- Read multisyllabic words.</li> </ul>

Components	Core Content and Intended Learning
<b>Reading for Pleasure</b>	<ul style="list-style-type: none"> <li>– Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>– Being encouraged to link what they read or heard read to their own experiences.</li> <li>– Becoming very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics.</li> <li>– Recognising and joining in with predictable phrases.</li> <li>– Learning to appreciate rhymes and poems and to recite by heart.</li> </ul>
<b>Word Reading - Decoding</b>	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Re-read these books to build up their fluency and confidence in word reading.</li> <li>– Children apply phonic knowledge and skills as the route to decode unfamiliar words until automatic decoding and word reading has become embedded, and reading is fluent.</li> </ul>

# Excellence in Reading



## Reading Curriculum – Year 1

Archaic Text	Non-linear Time Sequences	Narratively Complex	Complexity of Plot/Symbolic Text	Resistant Text
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity that a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
Where the Wild Things Are – Maurice Sendak	The Stinky Cheese Man and Other Fairly Stupid Tales-Jon Scieszka	Mog stories- Judith Kerr  What the lady bird heard-Julia Donaldson  Everywhere Bear- Julia Donaldson	Owl Babies – Martin Waddell  The Tiger who came to Tea- Judith Kerr  A Crocodile under the bed- Judith Kerr  Slug Needs a Hug – Jeanne Willis  Guess how much I love you? – Sam McBratney	Charlie Cook's Favourite Book-Julia Donaldson

## National Curriculum

Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none"> <li>Children become very familiar with key stories and retelling them. They explain clearly their understanding of what is read to them.</li> <li>Answer simple questions about characters, setting and key events in a story.</li> <li>Identify and discuss the setting and names of the characters in a story.</li> <li>Retell a story read or heard, using props. Sequence pictures for the beginning, middle and end of a story read.</li> </ul>	<ul style="list-style-type: none"> <li>Children recognise and join in with predictable phrases. They discuss word meanings and link new meanings to those already known.</li> <li>To recognise vocabulary associated with different genres.</li> <li>Discuss word meanings, linking to new meanings to those already known.</li> <li>They recognise and join in with predictable phrases.</li> <li>Capture and apply new vocabulary in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Children participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>They learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>Listening to and discussing a wide range of poems, stories and non-fiction.</li> <li>To take turns and listen to what others say.</li> <li>Recognise and join in with predictable phrases.</li> <li>Read with some intonation and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Children clearly explain their understanding of what is read to them and predict what might happen on the basis of what has been read so far.</li> <li>Discuss the significance of the title and events, making inferences on the basis of what is being said and done.</li> <li>Predict whether a book will be story or non-fiction based upon the cover and title.</li> <li>To also predict what might happen based on what has been read so far.</li> <li>To make links to personal experiences and make inferences about character types based on their action.</li> </ul>	<ul style="list-style-type: none"> <li>Children become very familiar with key stories, fairy stories, and traditional tales. They also consider these particular characteristics.</li> <li>They understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter line.</li> <li>To identify the title, blurb and author of a story or non-fiction book, and in turn discuss the significance of the title.</li> <li>Recognise some typical characters and settings of fairy stories and traditional tales. Understand the difference between fiction and non-fiction.</li> </ul>

				<ul style="list-style-type: none"> <li>Begin to describe the overall structure of a story, e.g. being about to answer: 'What is the problem in the story?'</li> </ul>
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In year 1, the focus for reading is through the Read, Write, Inc scheme. However, during daily whole class story sessions, children will focus on the following objectives as a whole class. Class reading journals will be used to capture discussions and children develop comprehension skills.

**Teachers read the class text daily however they can select other texts for reading lessons.**

#### **Autumn 1**

Wk	Text	Concepts	Objectives
1	The Tiger who came to Tea – Judith Kerr	Retrieval - Summarising	Becoming very familiar with key stories and retelling them, and explaining clearly their understanding of what is read to them. Identify and discuss the setting and names of the characters in the story.
2	The Tiger who came to Tea – Judith Kerr	Retrieval - Sequencing	Sequence pictures for the beginning, middle and end of a story read. Sequence events from a story and explain reasons for this choice.
3	The Tiger who came to Tea – Judith Kerr	Retrieval - Retelling	Retell story read or heard, or parts of a story using props. Use pictures to sequence the beginning, middle and end of a story read.
4	A Crocodile under the bed- Judith Kerr	Retrieval - sequencing	Sequence pictures for the beginning, middle and end of a story read. Sequence events from a story and explain reasons for this choice.
5	A Crocodile under the bed- Judith Kerr	Retrieval - Retelling	Retell story read or heard, or parts of a story using props. Use pictures to sequence the beginning, middle and end of a story read.
6	Mog and the Vet	Vocabulary - Identify	To recognise vocabulary and meaning
7	Mog and the Vet	Developing Fluency and Performance	Learning to and discussing a wide range of poems, stories and non-fiction Retell a range of fairy stories

#### **Autumn 2**

Wk	Text	Concepts	Objectives
1	Mog The Forgetful Cat- Judith Kerr	Retrieval - Locational Questions	Children listen to stories and accurately anticipate key events. They respond to what they hear with relevant comments. They start to ask relevant questions about a story.
2	Mog The Forgetful Cat- Judith Kerr	Retrieval - retelling	Children become very familiar with key stories and retelling them.
3	Katinka's Tail- Judith Kerr	Inference- prediction	Predict whether a book will be a story or non-fiction based upon the cover and title Predict what might happen based on what has been read so far

4	Katinka's Tail- Judith Kerr	Use of function of structural organisers- non-fiction	Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line Identify the title, blurb and author of a story or non-fiction book Discuss the significance of the title
5	Judith Kerr	Reading for pleasure- author study	Read for a range of purposes Reading a variety of fairy stories and traditional tales Recommending books they have read to their peers
6	Mog's Christmas- Judith Kerr	Vocabulary- the meaning of words	Discuss word meanings, linking new meanings to those already known
7	Mog's Christmas- Judith Kerr	Developing fluency and performance	Read age-appropriate texts such as key stories, fairy stories and traditional tales Listen to a wide range of poems, stories and non-fiction

### Spring 1

Wk	Text	Key Focus	Objectives
1	What the lady bird heard-Julia Donaldson	Inference- identifying evidence to support opinion	Talk about what happens and why these things occur Make links to personal experiences
2	What the lady bird heard-Julia Donaldson	Inference- characterisation	Explore characters through roleplay and drama Make inferences about character types based on actions, e.g. infer stock character types (good/bad/evil/hero etc.) based upon their actions
3	Charlie Cook's Favourite Book- Julia Donaldson	Inference- asking and answering questions	From listening to stories, accurately anticipate key events and respond to what they hear with relevant comments Start to ask and answer relevant detective questions about a story
4	Charlie Cook's Favourite Book- Julia Donaldson	Vocabulary- intended impact on the reader	Recognise and join in with predictable phrases
5	Guess how much I love you?- Sam McBratney	Developing fluency and performance	Read aloud decodable text word-by-word with emphasis on one-to-one matching Read with some expression and intonation
6	Review week		

### Spring 2

Wk	Text	Key Focus	Objectives
1	Everywhere Bear- Julia Donaldson	Inference- asking and answering questions	Developing skills in finding the detail of the text- to ask questions. This strategy is modelled by making connections across the text.

2	Julia Donaldson	Reading for pleasure-author study	Read for a range of purposes Reading a variety of fairy stories and traditional tales Recommending books they have read to their peers
3	Slug Needs a Hug – Jeanne Willis	Vocabulary-recognise how language is linked to audience and purpose	Capture and apply new vocabulary
4	Slug Needs a Hug – Jeanne Willis	Developing fluency and performance	Read aloud decodable text word-by-word with emphasis on one-to-one matching Read with some expression and intonation Read most words quickly and accurately without overt sounding and blending
5	Slug Needs a Hug – Jeanne Willis	Developing fluency and performance	Read aloud decodable text word-by-word with emphasis on one-to-one matching Read with some expression and intonation Read most words quickly and accurately without overt sounding and blending
6	Review		

#### Summer 1

Wk	Text	Concept	Objectives
1	Non-fiction linked to text type	Use of function of structural organisers/text featured Non-fiction	Exposure to simple non-fiction texts Identify the title, blurb and author of the book Discuss the significance of the title Discuss similarities and differences
2	Review texts already covered	Use of function of structural organisers/text features-poetry	Read short poems and nursery rhymes Identify rhyming words, stanzas and titles Listen to similarities and differences
3		Use of function of structural organisers/text features-fiction	Read fiction texts that are structured in different ways. Identify structural organisers Discuss the effectiveness of different structures/presentations Discuss similarities and differences
4	Where the Wild Things Are – Maurice Sendak	Vocabulary-compare and contrast	Begin to identify similar and repeated language which occurs in more than one story, e.g. once upon a time.
5	Where the Wild Things Are – Maurice Sendak	Developing fluency and performance	Read aloud decodable text word-by-word with emphasis on one-to-one matching Read with some expression and intonation Read most words quickly and accurately without overt sounding and blending
6	Review Review texts already covered Identify and discuss similarities and differences Identify, compare and contrast features of a range of fiction genres e.g. contemporary, traditional and poetry		

**Summer 2**

Wk	Text	Concept	Objectives
1	Owl Babies – Martin Waddell	Compare and contrast-making links	Link reading to personal experiences Begin to discuss the events in stories
2	Owl Babies – Martin Waddell	Reviewing and performing-debating	Participate in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently) Take turns and listen to what others say
3	Martin Waddell	Reading for pleasure-author study	Read for a range of purposes Reading a variety of fairy stories and traditional tales Recommending books they have read to their peers
4	Farmer Duck- Martin Waddell	Vocabulary	Full review of Y1 vocabulary
5	Farmer Duck- Martin Waddell	Developing fluency and performance	Reciting a poem or rhyme with some intonation and expression
6	Farmer Duck- Martin Waddell	Retrieval - Locational Questions	Children listen to stories and accurately anticipate key events. They respond to what they hear with relevant comments. They start to ask relevant questions about a story or non-fiction text.
7	Farmer Duck- Martin Waddell	Retrieval - Note Making Skills	Makes notes for presentations for different audiences

Components	Core Content and Intended Learning
Activities to support reading	<ul style="list-style-type: none"> <li>- Model and demonstrate directionality and correct book handling</li> <li>- Relate spoken words to written words in context</li> <li>- Encourage children to act out parts of the story and retell the story in their own words</li> <li>- Transcribe the children's oral responses into written ones</li> <li>- Jump in – Encourage children to continue the story to the end of the punctuation in a known story</li> <li>- Choral response – Encourage children to read as a group or popcorn ideas to share</li> <li>- MTYT – Allow children to discuss in partners or read together.</li> </ul>



## Excellence in Reading - Year 2

Components	Core Content and Intended Learning		
Phonics Knowledge	<ul style="list-style-type: none"> <li>- Children will enter Y2 at blue level storybooks.</li> <li>- Children to remain in blue to increase their fluency and comprehension within term 1a.</li> <li>- During 1b, children start to transition onto grey books.</li> <li>- Know all digraphs from set 1,2,3 and learn additional digraphs. Read these sounds in a range of words.</li> </ul>	<ul style="list-style-type: none"> <li>- Term 2a – continue with grey story books</li> <li>- For those below, continue to read books matched to their ability fluently.</li> <li>- Know all digraphs from set 1,2,3 and additional digraphs. Read these sounds in words.</li> <li>- Term 2b – phonics intervention for those children as needed.</li> </ul> <p><b>Most children complete RWI programmed by end of Spring term 2a. Children need to read 90 WPM before coming off RWI.</b></p>	<ul style="list-style-type: none"> <li>- Term 3 – phonics intervention for those children as needed.</li> </ul>

## Excellence in Reading - Year 2

Components	Core Content and Intended Learning
Reading for Pleasure	<ul style="list-style-type: none"> <li>– Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</li> <li>– Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>– Being introduced to non-fiction books that are structured in different ways.</li> <li>– Recognising simple recurring literacy language in stories and poetry</li> <li>– Continuing to build up a repertoire of poems learnt by heart appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul>

## Word Reading – Fluency

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- 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.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.
- 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.
- Re-read these books to build up their fluency and confidence in word reading.

# Excellence in Reading



## Reading Curriculum – Year 2

<u>Archaic Text</u>	<u>Non-linear Time Sequences</u>	<u>Narratively Complex</u>	<u>Complexity of Plot/Symbolic Text</u>	<u>Resistant Text</u>
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity than a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
The Cat in the Hat – Dr. Suess  A song of heroes/extract- Anonymous	When the Rains Come – Tom Pow	Fantastic Mr Fox – Roald Dahl  The True Story of the Three Little Pigs – John Scieszka  The Wolf story-what really happened to Riding Hood- Toby Forward	The Heart and the Bottle/Lost and found – Oliver Jeffers  The Jolly Christmas Postman- Allan Ahlberg and Janet Ahlberg  Just as you are-Jen Harrison and Michelle Catanach	Wolves – Emily Gravett

## National Curriculum

Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none"> <li>Children become increasingly familiar with and retelling a wider range of stories, and answering and asking questions.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>To answer questions about characters, setting/s and key events.</li> <li>Answer 'find-it' questions about key information in a non-fiction text.</li> <li>Explain and discuss the key information from what is seen or read.</li> <li>To orally retell a wider range of stories using actions and visual cues from the story.</li> </ul>	<ul style="list-style-type: none"> <li>Children discuss and clarify the meaning of words, linking these new meanings to known vocabulary.</li> <li>Discuss their favourite words and phrases.</li> <li>To recognise simple recurring literary language in stories and poetry.</li> <li>Discuss and clarify the meanings of new words, linking new meanings to known vocabulary.</li> <li>They discuss their favourite words and phrases from the text.</li> <li>Collect and apply new vocabulary in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Children listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction.</li> <li>Participate in discussions about books, poems and other works.</li> <li>To take turns and listen to what others say.</li> <li>Explain understanding of books, poems and other materials.</li> <li>Continue to build up a repertoire of poems with appropriate intonation.</li> <li>Re-read books to build up fluency and confidence, and with some attention to expression.</li> </ul>	<ul style="list-style-type: none"> <li>Children make inferences on the basis of what is being said and done. To then answer and ask questions, and predict what might happen on the basis of what has been read so far.</li> <li>Make predictions prior to reading based upon the title, cover and skim reading of illustrations.</li> <li>Make predictions based upon events in the text so far and using experience of reading books based on familiar texts.</li> <li>Begin to describe (in book talk) cause and effect.</li> <li>Draw upon personal experiences when commenting on a text.</li> <li>Make simple inferences about character's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Children are introduced to non-fiction books that are structured in different ways.</li> <li>They begin to identify and name a range of common organisers in non-fiction texts, e.g. contents, headings.</li> <li>To recognise and describe some typical features, similarities and differences between fiction and non-fiction texts.</li> <li>Describe the overall structure of a story, e.g. how the beginning introduces and the ending concludes the action.</li> </ul>

In year 2, the focus for reading is through the Read, Write, Inc scheme. However, during daily whole class story sessions, children will focus on the following objectives as a whole class. Class reading journals will be used to capture discussions and children develop comprehension skills.

When children have completed the Read, Write, Inc scheme, they will move on to the bridging Read, Write Inc comprehension unit before starting the school reading scheme.

**Teachers read the class text daily however they can select other texts for reading lessons.**

#### **Autumn 1**

Wk	Text	Concepts	Objectives
1	Emily Gravett- Meerkat Mail	Retrieval - Summarising	Becoming increasingly familiar with and retelling a wider range of stories, by answering and asking questions. Explain and discuss the key information from what is seen or read.
2	Emily Gravett- Meerkat Mail	Retrieval - Sequencing	Sequence events from a story and explain reasons for this choice. Sequence pictures or texts from a story read justifying reasons for choices.
3	Emily Gravett- Meerkat Mail	Retrieval - Skimming and Scanning	Scan text to find given words or phrases. Skim and scan to identify and retrieve information Use pictures to sequence the beginning, middle and end of a story read
4	Emily Gravett- Wolves	Retrieval - Locational Questions Note Making Skills	Ask relevant questions about a story or non-fiction text. Generate 'find-it' questions for a section of text. Give meaning to the marks they make.
5	Emily Gravett- Wolves	Retrieval - Summarising	Becoming increasingly familiar with and retelling a wider range of stories, by answering and asking questions. Explain and discuss the key information from what is seen or read.
6	Granpa- John Birmingham	Vocabulary - Identify	Recognise simple recurring literary language in stories and poems.
7	A song of heroes- Anonymous	Developing Fluency and Performance	Continue to build up a repertoire of poems learnt by heart. Retell a wider range of fairy stories and traditional tales verbally.

#### **Autumn 2**

Wk	Text	Concepts	Objectives
1	The jolly Christmas Postman	Inference - Prediction	Make predictions prior to reading based upon the title, cover and skim reading of illustrations Make predictions based upon events in the text so far Make predictions using experience of reading books based on other similar texts
2	Link to non- fiction linked to topic	Use of Function of Structural Organisers - Non-Fiction	Read non-fiction texts that are structured in different ways Begin to identify and name a range of common organisers in non-fiction texts, e.g. contents, headings, index, glossary.
3	The jolly Christmas Postman	Inference - Cause and Effect	Begin to describe (in book talk) cause and effect, e.g. the effect a character's actions have on other characters
4	Emily Cravett	Reading for Pleasure- Author Study	Read for a range of purposes Reading a variety of stories, fairy stories and traditional tales Recommending books they have read to their peers
5	The jolly Christmas Postman	Vocabulary - The Meaning of Words	Discuss and clarify the meanings of new words, linking new meanings to known vocabulary Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context

6	The jolly Christmas Postman	Developing Fluency and Performance	Fluently read age-appropriate texts for themselves such as a wider range of stories, fairy stories and traditional tales. Listening to a wide range of contemporary and classic poetry stories and non-fiction
7	Review week		

### Spring 1

Wk	Text	Key Focus	Objectives
1	The True Story of the Three Little Pigs – John Scieszka	Inference - identifying evidence to support opinion	Draw upon personal experiences when commenting on a text Draw upon knowledge of the topic outside of the books including other similar books Make simple inferences about character feelings
2	The True Story of the Three Little Pigs – John Scieszka	Inference - characterisation	Take on the role of a character, e.g. speech bubbles, notes from one character to another or other drama techniques
3	The Wolf story- what really happened to Riding Hood- Toby Forward	Inference - asking and answering questions	Ask and answer simple relevant inference/detective questions about a story or simple non-fiction text
4	The Wolf story- what really happened to Riding Hood- Toby Forward	Vocabulary - intended impact on the reader	Discuss their favourite words and phrases from the text
5	Just as you are- Jen Harrison and Michelle Catanach	Developing fluency and performance	Read decodable texts by phrasing two words at a time with some attention to expression
6	Review week		

### Spring 2

Wk	Text	Key Focus	Objectives
1	The Cat in the Hat – Dr. Suess	Inference- asking and answering questions	Developing skills in finding the detail of the text- to ask questions. This strategy is modelled by making connections across the text.

2	Dr Suess	Reading for pleasure-author study	Read for a range of purposes Reading a variety of stories, fairy stories and traditional tales Recommending books they have read to their peers
3	The Cat in the Hat – Dr. Suess	Vocabulary-recognise how language is linked to audience and purpose	Collect and apply new vocabulary in writing
4	The Cat in the Hat – Dr. Suess	Developing fluency and performance	Sound out unfamiliar words automatically Re-read books to build up fluency and confidence Read most words quickly and accurately without overt sounding and blending
5	The Cat in the Hat – Dr. Suess	Developing fluency and performance	Sound out unfamiliar words automatically Re-read books to build up fluency and confidence Read most words quickly and accurately without overt sounding and blending
6	Review		

### Summer 1

Wk	Text	Concept	Objectives
1	Non-fiction linked to the topic	Use of function of structural organisers/text featured Non-fiction	Read non-fiction texts that are structured in different ways Identify and name a range of common organisers in non-fiction texts, e.g. contents, etc. Discuss similarities and differences
2	Revisit poems studied during the year	Use of function of structural organisers/text features-poetry	Read short poems that are structured in different ways Identify and name a range of structural organisers Discuss similarities and differences
3	Fantastic Mr Fox – Roald Dahl	Identify and discuss similarities and differences	Identify, compare and contrast features of a range of fiction genres, e.g. contemporary, traditional and poetry
4	Fantastic Mr Fox – Roald Dahl	Vocabulary-compare and contrast	Compare and contrast language within a type of story read, e.g. traditional tales – one early morning/ once upon a time.
5	Fantastic Mr Fox – Roald Dahl	Developing fluency and performance	Read some phonetically decodable books with some fluency Read decodable texts by phrasing two words at a time with some attention to expression
6	Review Identify and discuss similarities and differences Identify, compare and contrast features of a range of fiction genres, e.g. contemporary, traditional and poetry		

**Summer 2**

Wk	Text	Concept	Objectives
1	The Heart and the Bottle – Oliver Jeffers	Compare and contrast-making links	Discuss the sequence of events in stories Discuss how items of information are related in a book Make links between current and prior reading
2	The Heart and the Bottle – Oliver Jeffers	Reviewing and performing-debating	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently Participate in discussion about books, poems and other works that they can read for themselves Take turns and listen to what others have to say Explain their understanding of books, poems and other materials that they have read and which have been read to them
3	Oliver Jeffers	Reading for pleasure-author study	Read for a range of purposes Reading a variety of stories, fairy stories and traditional tales Recommending books they have read to their peers
4	Lost and found- Oliver Jeffers	Vocabulary	Full review of Y2 vocabulary
5	Lost and found- Oliver Jeffers	Vocabulary	Full review of Y2 vocabulary
6	Lost and found- Oliver Jeffers	Developing fluency and performance	Build on their repertoire of poetry with appropriate intonation and expression
7	Lost and found- Oliver Jeffers	Developing fluency and performance	Build on their repertoire of poetry with appropriate intonation and expression



Components	Core Content and Intended Learning
Activities to support reading	<ul style="list-style-type: none"> <li>- Relate spoken words to written words in context</li> <li>- Encourage children to retell parts of the story from memory</li> <li>- Transcribe the children's oral responses into written ones and model structures for answering question</li> <li>- Always ask the children to explain their responses to questions – How do you know?</li> <li>- Jump in – Encourage children to continue the story to the end of the punctuation in a known story</li> <li>- Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed</li> <li>- MTYT – Allow children to discuss in partners or read together</li> <li>- Ask children to become Reading Detectives and search for clues within texts</li> <li>- Model reading strategies – re-reading for clarity and understanding.</li> </ul>

## Excellence in Reading - Year 3

Components	Core Content and Intended Learning
<p style="text-align: center;"><b>Reading for Pleasure</b></p>	<ul style="list-style-type: none"> <li>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books to textbooks.</li> <li>- Reading books that are structured in different ways and reading for a range of purposes.</li> <li>- Using dictionaries to check the meaning of words that they have read.</li> <li>- Increasing their familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally.</li> <li>- Identify themes and conventions in a wide range of books English.</li> <li>- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>- Recognising some different forms of poetry (for example free verse, narrative poetry).</li> </ul>
<p style="text-align: center;"><b>Word Reading - Fluency and Decoding</b></p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>- Re-read these books to build up their fluency and confidence in word reading.</li> <li>- In Age Appropriate books: read words accurately without overt sounding and blending, e.g., at over 90 words per minute.</li> </ul>

# Excellence in Reading



## Reading Curriculum – Year 3

Archaic Text	Non-linear Time Sequences	Narratively Complex	Complexity of Plot/Symbolic Text	Resistant Text
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity that a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
The Little Match Girl – Hans Christian Anderson  How the Camel got his Hump – Rudyard Kipling  You Are Old Father William (Poem) – Lewis Carroll	Voices in the Park – Anthony Brown	Woof – Allan Ahlberg  The soldier- Rupert Brooke	The Tunnel – Anthony Browne  Dragon Post/Beast Post- Emma Yarlet  Michael Rosen- Chocolate	Something Told The Wild Geese – Rachel Field  Us Two- AA Milne

## National Curriculum

Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none"> <li>To increase their familiarity with a wide range of books and retelling some of these orally.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>To retrieve and record information from non-fiction.</li> <li>Find and select the word/s in a section of a text to answer find it questions.</li> <li>Generate find it questions for a sections of fiction and non-fiction texts (which are relevant)</li> </ul>	<ul style="list-style-type: none"> <li>Children apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>To identify how language contributes towards meaning and checking the book makes sense to them.</li> <li>Identify patterns in language, e.g. repetition, rhyme, alliteration</li> <li>Identify and generate words with similar meanings</li> <li>Begin to recognise key vocabulary and language features from different genres and apply to writing</li> </ul>	<ul style="list-style-type: none"> <li>Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone volume and action</li> <li>Participate in discussion about books that are both read to them and those they can read for themselves</li> <li>Ask questions to improve their understanding of a text</li> <li>To discuss specific events, characters or sections of a text</li> </ul>	<ul style="list-style-type: none"> <li>Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Predict what might happen from details stated and implied</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence</li> <li>Make predictions prior to reading based upon the title, cover and skimming of illustrations</li> <li>Make predictions based upon events and actions of characters so far</li> <li>To make predictions by drawing upon knowledge from other texts and the background</li> </ul>	<ul style="list-style-type: none"> <li>Children recognise and name some different forms of poetry</li> <li>To be able to retrieve and record information from non-fiction</li> <li>Identify how structure and presentation contribute to meaning</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Compare and contrast features of stories read, e.g. characters, settings and themes</li> </ul>

		<ul style="list-style-type: none"> <li>Discuss words and phrases which captures the readers interest and imagination</li> </ul>		
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In year 3, all children should be fluent readers. Children who have not yet completed the Read, Write, Inc scheme will remain on this before moving on to the Read, Write, Inc comprehension programme. Only after this, will children be moved on to the school reading scheme.

Until then, reading is taught as a class, where the teacher can model practice and read fluently.

**Teachers read the class text daily however they can select other texts for reading lessons.**

#### Autumn 1

Wk	Text	Concepts	Objectives
1	Voices in the Park – Anthony Brown	Retrieval - Summarising	Identifying main ideas drawn from more than one paragraph and summarising these. Summarise orally and in writing the main points from a paragraph using a wider range of prompts.
2	Voices in the Park – Anthony Brown	Retrieval - Sequencing	Sequence events from a story and explain reasons for this choice. Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices.
3	Voices in the Park – Anthony Brown	Retrieval - Skimming and Scanning	Scan text to find given words or phrases. Skim and scan to identify and use headings and sections in books (glossaries, indexes, contexts) to retrieve information. Produce an annotated story/visual map to represent a text that has been read.
4	The Tunnel – Anthony Browne	Retrieval - Locational Questions	Ask relevant questions about a story or non-fiction text. Generate 'find-it' questions for a section of text.
5	The Tunnel – Anthony Browne	Retrieval - Note Making Skills	Give meaning to the marks they make. Retrieve and record information, producing a set of notes to support a presentation.
6	The Tunnel – Anthony Browne	Retrieval - Summarising	Identifying main ideas drawn from more than one paragraph and summarising these. Summarise orally and in writing the main points from a paragraph using a wider range of prompts.
7	The soldier- Rupert Brooke	Vocabulary - Identify	Identify and discuss words and phrases that capture the reader's interest and imagination.
		Developing Fluency and Performance	Identifying how language contributes towards meaning. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Participate in discussions, presentations, performances, role play/improvisations and debates.

**Autumn 2**

Wk	Text	Concepts	Objectives
1	The Little Match Girl – Hans Christian Anderson	Inference - Prediction	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings. Make predictions based upon events and actions of characters so far in the story, Make predictions drawing upon knowledge from other texts. Make predictions based upon background.
2	The Little Match Girl – Hans Christian Anderson	Use of Function of Structural Organisers - Non-Fiction	Read non-fiction texts that are structured in different ways Name and describe the function of a range of common organisers in non-fiction texts, e.g. contents, headings, index, glossary, subheadings, diagrams. Use a range of structural organisers to retrieve information from non-fiction texts.
3	The Little Match Girl – Hans Christian Anderson	Inference - Cause and Effect	Identify the cause of an event. Infer an effect of a specific event or action.
5	Anthony Browne	Reading for Pleasure- Author Study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
6	How the Camel got his Hump – Rudyard Kipling	Vocabulary - The Meaning of Words Developing Fluency and Performance	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words. Explain the meaning of words in context. Fluently read a wide range of books, including fairy stories, myths and legends.
7	Review week		

**Spring 1**

Wk	Text	Key Focus	Objectives
1	Dragon Post-Emma Yarlet	Inference - identifying evidence to support opinion	Justify inferences with evidence. Infer characters' feelings, thoughts and motives.
2	Dragon Post-Emma Yarlet	Inference - characterisation	Explore characters' actions and feelings through role play such as hot seating. Create short improvisations in role.
3	Dragon post-Emma Yarlet	Inference - asking and answering questions	Ask and answer inference/detective relevant-questions about a story or non-fiction text which begins to develop character's feelings and actions.
4	Dragon post-Emma Yarlet/can bring in other texts	Vocabulary - intended impact on the reader	Discuss words and phrases that capture the reader's interest and imagination.

5	Us two- AA Milne	Developing fluency and performance	Read aloud a decodable or simple text at a reasonable pace and grouping words into meaningful phrases. Use punctuation cues and some intonation and expression.
6	Review week		

## Spring 2

Wk	Text	Key Focus	Objectives
1	Beast feast- Emma Yarlet	Inference- asking and answering questions	Developing skills in asking and answering questions about a character's feelings and actions. This strategy is modelled by making connections across the text.
2	Emma Yarlet	Reading for pleasure- author study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
3	Beast feast- Emma Yarlet	Vocabulary- recognise how language is linked to audience and purpose	Begin to recognise key vocabulary and language features from different genres and apply to writing.
4 and 5	You Are Old Father William (Poem) – Lewis Carroll	Developing fluency and performance	Read at a speed sufficient to their understanding. Read accurately at an efficient pace without over sounding and blending. Prepare playscripts/poetry to read aloud.
6	Review		

## Summer 1

Wk	Text	Concept	Objectives
1	Non-fiction text linked to the topic	Use of function of structural organisers/text featured Non-fiction	Read non-fiction texts that are structured in different ways Identify and name a range of common organisers in non-fiction texts, e.g. contents, headings index, glossary, subheadings, diagrams. Use a range of structural organisers to retrieve information from non-fiction texts.
2	Revisit poetry taught during the year	Use of function of structural organisers/text features-poetry	Read short poems that are structured in different ways Identify and name a range of structural organisers. Discuss similarities and differences.

4	Compare texts taught this year and in previous year	Identify and discuss similarities and differences	Identify, compare and contrast features of a range of fiction genres, e.g. contemporary, traditional and poetry.
5	Woof – Allan Ahlberg	Vocabulary- compare and contrast	Compare and contrast language within a type of story read, e.g. fairy tales and plays.
6	Something Told The Wild Geese – Rachel Field	Developing fluency and performance	Read at a speed sufficient to their understanding. Use punctuation cues and some intonation and expression. Read accurately at an efficient pace without overt sounding and blending. 2

## Summer 2

Wk	Text	Concept	Objectives
1	Woof – Allan Ahlberg	Compare and contrast-making links	Compare and contrast language within a type of story read, e.g. fairy tales and plays. Identify and compare themes of fictional stories.
2	Woof – Allan Ahlberg	Reviewing and performing-debating	Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them, Take turns and listen to what others have to say. Discuss specific events, characters or sections of a text. Discuss words and phrases which captures the readers interest and imagination.
3	Allan Ahlberg	Reading for pleasure-author study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
4	Michael Rosen-Chocolate	Vocabulary	Full review of Y3 vocabulary.
5 and 6	Michael Rosen-Chocolate	Developing fluency and performance	Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action.
7 and 2 days	Review		

Components	Core Content and Intended Learning
Activities to support reading	<ul style="list-style-type: none"> <li>- Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know?</li> <li>- Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings Relate the text type back to the writing the children have completed</li> <li>- Model how to construct a summary of a text</li> <li>- Jump in – Encourage children to continue the story to the end of the punctuation in a known story</li> <li>- Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after initial responses</li> <li>- MTYT – Allow children to discuss in partners or read together</li> <li>- Ask children to become Reading Detectives and search for clues within texts</li> <li>- Model reading strategies – re-reading for clarity and understanding.</li> </ul>



## Excellence in Reading - Year 4

Components	
<b>Reading for Pleasure</b>	<ul style="list-style-type: none"> <li>- Know that there is a range of narrative stories.</li> <li>- Discuss the range of narrative stories introduced so far and consider differences and similarities.</li> <li>- Understand that these have different plot patterns.</li> <li>- Know that the plot develops in different ways according to the plot pattern.</li> <li>- Use a dictionary to check or find the meaning of new words.</li> <li>- Find similarities in the books they read.</li> <li>- Understand that writers open stories in different ways.</li> <li>- Understand that writers can use patterned language for effect.</li> <li>- Find examples of patterned language for effect.</li> <li>- Identify words and language that show the setting of a book - historical, cultural or social.</li> </ul> <ul style="list-style-type: none"> <li>- Know that writers choose words and language to show atmosphere, mood or feelings.</li> <li>- Find words and language in my reading that writers have used to show atmosphere, mood or feelings.</li> <li>- Identify different openings in different books and they can compare different story openings.</li> <li>- Explain how the writer has used words and language to show the setting of a book.</li> <li>- Explain how the words and language used show atmosphere, mood or feelings.</li> <li>- Explain why an author has chosen specific words or language to create mood, atmosphere or feelings.</li> <li>- Record words and language from my reading to use in my own writing.</li> <li>- Find similarities in the use of language and openings in books.</li> </ul>

## Excellence in Reading - Year 4

Components	Core Content and Intended Learning
<b>Word Reading - Fluency and Decoding</b>	<ul style="list-style-type: none"> <li>- Apply their growing knowledge of root words, prefix 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.</li> <li>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>- Read aloud books closely matched to their improving fluency and understanding, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>- In Age Appropriate books: read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute.</li> <li>- Prepare readings with appropriate intonation to show their understanding.</li> <li>- Read silently and discuss what they have read.</li> <li>- Attempt to match what they decode to words they have already heard but may not have seen in print.</li> </ul>

# Excellence in Reading



## Reading Curriculum – Year 4

<b><u>Archaic Text</u></b>	<b><u>Non-linear Time Sequences</u></b>	<b><u>Narratively Complex</u></b>	<b><u>Complexity of Plot/Symbolic Text</u></b>	<b><u>Resistant Text</u></b>
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity than a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
Charlotte's Web – E.B White  Those Winter Sundays Robert Hayden - 1913-1980  Victory Bells-Grace Hazard Conkling	The Midnight Gang- David Walliams	The Witches – Roald Dahl	Revolting Rhymes (poems) – Roald Dahl  If-Rudyard Kipling  Walter de la Mare  The Snowman- Michael Morpurgo	Topsy Turvy World (poem) – William Brighty Rands

## National Curriculum

<b>Retrieval</b>	<b>Vocabulary</b>	<b>Developing Fluency, Performance and Debating</b>	<b>Inference</b>	<b>Text Structure - Comparing and Making Links</b>
<ul style="list-style-type: none"> <li>To increase their familiarity with a wide range of books and retelling some of these orally.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>To retrieve and record information from non-fiction.</li> <li>Find and select words and phrases, to answer find it questions from different sections of unknown texts.</li> <li>Generate relevant find it questions from different sections of fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>Children apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>To identify how language contributes towards meaning and checking the book makes sense to their understanding and exploring the meaning of words in context</li> <li>Identify and generate words with similar and opposite meanings</li> </ul>	<ul style="list-style-type: none"> <li>Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone volume and action</li> <li>Participate in discussion about books that are both read to them and those they can read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Predict what might happen from details stated and implied</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence</li> <li>Ask questions to improve their understanding of a text</li> <li>To make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres</li> </ul>	<ul style="list-style-type: none"> <li>Children recognise and describe the typical features of a wider range of forms of poetry</li> <li>To be able to retrieve and record information from non-fiction</li> <li>Identify how structure and presentation contribute to meaning</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Recognise and describe some features of fiction genres</li> <li>Able to refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise key vocabulary and language features from different genres and apply to writing</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding of a text</li> <li>Identify and discuss the purpose of a text and the intended impact on a reader as well as words and phrases which capture a readers' imagination</li> <li>Identify and discuss the difference between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Children make plausible predictions based upon events and actions of characters.</li> <li>Make predictions drawing upon knowledge of other texts</li> </ul>	
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**Teachers read the class text daily however they can select other texts for reading lessons.**

#### **Autumn 1**

Wk	Text	Concepts	Objectives
1	The Witches – Roald Dahl	Retrieval - Summarising	Identifying main ideas drawn from more than one paragraph and summarising these. Summarise orally and in writing the main points from several paragraphs or sections of a text.
2	The Witches – Roald Dahl	Retrieval - Sequencing	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices. Show understanding of the text by sequencing a selection of unknown text so that they make sense of a whole, justifying reasons for the choice.
3	The Witches – Roald Dahl	Retrieval - Skimming and Scanning	Skim and scan to identify and use headings and sections in books (glossaries, indexes, contexts) to retrieve information. Scan different sections of unknown texts (fiction and non-fiction) to find missing information.
4	The Witches – Roald Dahl	Retrieval - Recasting Locational Questions	Produce an annotated drawing/diagram to represent/summarise a section of a text (non-fiction). Complete diagrams, tables and charts to summarise information. Generate 'find it' questions from different sections of fiction and non-fiction texts.
5	The Witches – Roald Dahl	Retrieval - Note Making Skills	Retrieve and record information, producing a set of notes to support a presentation.
6	The Witches – Roald Dahl	Retrieval - Summarising	Identifying main ideas drawn from more than one paragraph and summarising these. Summarise orally and in writing the main points from several paragraphs or sections of a text.
7	Victory Bells Grace Hazard Conkling	Vocabulary - Identify Developing Fluency and Performance	Identify and discuss words and phrases that capture the reader's interest and imagination. Identifying how language contributes towards meaning. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Consider and evaluate different viewpoints, attending to and building on the contributions of others.

#### **Autumn 2**

Wk	Text	Concepts	Objectives
1	The Snowman- Michael Morpurgo	Inference - Prediction	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of author and different genres of writing. Make plausible predictions based upon events and actions
2	The Snowman- Michael Morpurgo	Use of Function of Structural Organisers -	Read non-fiction texts that are structured in different ways Name, use and describe the function of a wider range of common organisers in non-fiction texts, e.g. contents, subheadings, diagrams, captions and labels, bibliography. Use a range of structural organisers to retrieve information from non-fiction texts.

		Non-Fiction	
3	The Snowman- Michael Morpurgo	Inference - Cause and Effect	Identify the multiple causes of an event. Infer and comment on a range of possible effects of a specific event or action.
4	Roald Dahl	Reading for Pleasure- Author Study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
5	The Snowman- Michael Morpurgo	Vocabulary - The Meaning of Words	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words. Explain the meaning of words in context.
6	Topsy Turvy World (poem) – William Brighty Rands	Developing Fluency and Performance	Fluently read a wide range of books, including fairy stories, myths and legends.
7	Review Week- recap on all grammar and punctuation taught in previous years- apply into context		

### Spring 1

Wk	Text	Key Focus	Objectives
1	Charlotte's Web – E.B White	Inference - identifying evidence to support opinion	Justify inferences with evidence from within the text and experiences and/or reading beyond the text. Infer characters' feelings, thoughts and motives from their actions at different points in a story.
2	Charlotte's Web – E.B White	Inference - characterisatio n	Explore characters' actions, feelings and motives through role play such as hot seating. Demonstrate appropriate empathy through expression.
3	Charlotte's Web – E.B White	Inference - asking and answering questions	Ask and answer inference/detective relevant-questions about a story or non-fiction text which begins to develop character's feelings, actions and motives.
4	Charlotte's Web – E.B White	Vocabulary - intended impact on the reader	Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices. Explain why the author has used a particular word or phrase.
5	Those Winter Sundays Robert Hayden - 1913-1980 (Father love)	Developing fluency and performance	Reading at a speed sufficient for their understanding. Reads aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation.
6	Review week		

**Spring 2**

Wk	Text	Key Focus	Objectives
1	Charlotte's Web – E.B White	Inference-asking and answering questions	Developing skills in asking and answering questions about a character's feelings, actions and motives. This strategy is modelled by making connections across the text.
2	Levi Pinfold-picture books	Reading for pleasure-author study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
3	Charlotte's Web – E.B White	Vocabulary-recognise how language is linked to audience and purpose	Recognise key vocabulary and language features from different genres and apply to writing.
4 and 5	Revolting Rhymes (poems) – Roald Dahl	Developing fluency and performance	Use effective intonation, stress and expression that indicate comprehension. Maintains pace and accuracy when partner reading with an experienced reader. Reads without finger tracing.
6	Review		

**Summer 1**

Wk	Text	Concept	Objectives
1	Non-fiction text linked to topic	Use of function of structural organisers/text featured Non-fiction	Read non-fiction texts that are structured in different ways Identify and name a range of common organisers in non-fiction texts, e.g. contents, headings, index, glossary, subheadings, diagrams, captions and labels, bibliography. Use a range of structural organisers to retrieve information from non-fiction texts. Identify how structure and presentation contribute to meaning.
2	Revisit poems studied	Use of function of structural organisers/text features-poetry	Read poems that are structured in different ways. Identify and name a range of structural organisers. Discuss similarities and differences.
3	The Midnight Gang- David Walliams	Use of function of structural organisers/text features-fiction	Read fiction texts that are structured in different ways. Discuss the effectiveness of different structures/presentations. Discuss similarities and differences.
4	The Midnight Gang- David Walliams	Identify and discuss similarities and differences	Identify, compare and contrast features of a range of fiction genres, e.g. contemporary, traditional and poetry.

5	If-Rudyard Kipling	Developing fluency and performance Vocabulary- compare and contrast	Read aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation. Uses effective intonation, stress and expression that indicate comprehension. Maintains pace and accuracy.  Compare and contract language within a type of story read, e.g. fairy tales, myths and legends, and science fiction.
6	Review Week		

## Summer 2

Wk	Text	Concept	Objectives
1	The Midnight Gang- David Walliams	Compare and contrast-making links	Compare and contrast language across different types of stories read, e.g. fairy tales, myths and legends, and science fiction. Identify and compare themes in a wider range of fiction and non-fiction.
2	The Midnight Gang- David Walliams	Reviewing and performing-debating	Discuss a wide range of fiction, poetry, plays, non-fiction and reference books that they have read by themselves and which have been read to them. Take turns, listen to what others say and ask follow up questions to contributions made by others. Identify and discuss the purpose of a text and the intended impact on a reader. Identify and discuss the difference between fact and opinion. Discuss the impact words and phrases which capture the reader's imagination.
3	David Walliams	Reading for pleasure-author study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
4 and 5	Walter de la Mare	Vocabulary	Full review of Y4 vocabulary
6 and 7	Silver- Walter de la Mare	Developing fluency and performance	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Components	Core Content and Intended Learning
Activities to support reading	<ul style="list-style-type: none"> <li>- Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know?</li> <li>- Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings Relate the text type back to the writing the children have completed.</li> <li>- Model how to construct a summary of a text.</li> <li>- Jump in – Encourage children to continue the story to the end of the punctuation in a known story.</li> <li>- Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after initial responses.</li> <li>- MTYT – Allow children to discuss in partners or read together.</li> <li>- Ask children to become Reading Detectives and search for clues within texts.</li> <li>- Model reading strategies – re-reading for clarity and understanding.</li> </ul>

## Excellence in Reading - Year 5

Components	
Reading for Pleasure:	<ul style="list-style-type: none"> <li>- Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</li> <li>- Know that these are structured in different ways.</li> <li>- Know that non-fiction texts are structured to guide the reader to information.</li> <li>- Can explain how the structure guides the reader to find specific information.</li> <li>- Find words and language that are used for effect.</li> <li>- Can explain how the words and language create a precise effect.</li> <li>- Discuss and explain how and why different books have different structures.</li> <li>- Can explain why they enjoyed a book or poem and who might also enjoy it.</li> <li>- Evaluate the usefulness of a non-fiction book to research questions raised.</li> <li>- Understand that a writer moves events forward through a balance of dialogue, action and description.</li> <li>- Record effective words and language from reading to use in my own writing.</li> <li>- Can explore how dialogue is used to develop character.</li> <li>- Can explore how actions are added to dialogue to move events forward.</li> <li>- Understand that writers use language for precise effect.</li> <li>- Understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.</li> <li>- Understand that a writer uses different sentence structures and techniques to create effects.</li> <li>- Can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</li> </ul>

## Excellence in Reading - Year 5

Components	Core Content and Intended Learning
Word Reading - Fluency and Decoding	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>- Read aloud books closely matched to their improving fluency and understanding, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>- In Age Appropriate books: read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute.</li> <li>- Prepare readings with appropriate intonation to show their understanding.</li> <li>- Read silently and discuss what they have read.</li> <li>- Use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience.</li> <li>- Read fluently, using punctuation to inform meaning.</li> </ul>



# Excellence in Reading



## Reading Curriculum- Year 5

Archaic Language	Non-linear Time Sequences	Narratively Complex	Complexity of plot/symbolic text	Resistant Text
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity that a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
The Highwayman - Alfred Noyes  For the Fallen - Laurence Binyon  The Velveteen Rabbit- Margery Williams  How Do I Love Thee? (Sonnet 43) Elizabeth Barrett Browning - 1806-1861	Cosmic – Frank Cottrell-Boyce  FaRther – Grahame Baker-Smith	The Listener - Walter De La Mere	How to Fly with Broken Wings- Jane Elson	The Pobble Who had no Toes - Edward Lear  Sky in the Pie - Roger McGough

## National Curriculum

Retrieval	Vocabulary	Developing fluency, performance and debating	Inference	Text Structure-comparing and making links
<ul style="list-style-type: none"> <li>Asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>retrieve, record and present information from non-fiction</li> <li>Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions</li> <li>Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this.</li> <li>Summarise in different ways including key information e.g. written summary, key words, pictures/diagrams, charts and making notes for presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Asking questions to improve their understanding Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, 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.</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 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 Distinguish between statements of fact and opinion Provide reasoned justifications for their views</li> <li>Make predictions about characters based upon reading so far- identifying a range of evidence within and beyond the text to support opinion.</li> <li>Categorise predictions as likely/unlikely based upon what has been read so far.</li> <li>Infer and comment on the possible causes of events and actions</li> </ul>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing conventions in and across a wide range of writing Identifying how structure and presentation contribute to meaning</li> <li>Read fiction and non-fiction texts that are structured in different ways</li> <li>Identify structural organisers and make comparisons within and across books</li> <li>Explain why the author has chosen to structure/present the text in a particular way or use a particular structural organiser</li> <li>Identify, compare and contrast the features of a range of : poetry, non-fiction, fiction</li> <li>Explain major differences between text types</li> <li>Read for a range of purposes e.g. research, pleasure, locate specific</li> </ul>

<ul style="list-style-type: none"> <li>Sequence sections/outlines of unknown texts based upon knowledge of genre features</li> <li>Scan different texts to find evidence to support answers to questions.</li> <li>Skim read or skim the text to gain the gist of main idea.</li> <li>Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction.</li> <li>Retrieve and record information, producing a set of notes to support a presentation.</li> <li>Prior to reading select from a range of texts/sources of information with a key question or heading in mind.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about vocabulary to improve their understanding.</li> <li>Discuss how language contributes to the overall meaning.</li> <li>Discuss how authors use figurative language and the impact of these on the reader.</li> <li>Compare the impact of different language devices within a text.</li> <li>Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about books, building on their own and others' ideas</li> <li>Challenge views courteously</li> <li>Explain and discuss their understanding of what they have read through formal debates</li> <li>Participate in discussions about books, building on their own and other's ideas</li> <li>Ask questions to clarify others' opinions</li> <li>Explain and discuss the understanding of what they have read</li> <li>Identify and discuss themes and points of view within and across texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify which causes are most/least likely based upon evidence in the text and beyond.</li> <li>Justify inferences backed by one type of textual evidence from across the text.</li> <li>Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text.</li> <li>Identify statements of fact and opinion.</li> </ul>	<p>information, gain an overview, compare and contrast</p> <ul style="list-style-type: none"> <li>Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot</li> </ul>
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Teachers read the class text daily however they can select other texts for reading lessons.

#### Autumn 1

Wk	Text	Concepts	Objectives
1	Farther- Grahame Baker-Smith	Retrieval-Summarising	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this
2	Farther- Grahame Baker-Smith	Retrieval sequencing	Sequence sections/outlines of unknown text based upon knowledge of genre features
3	Rhythm of the rain- Grahame Baker Smith	Retrieval-Skimming and scanning	Scan different texts to find evidence to support answers to questions. Speed read or skim the text to get the general idea
4	Rhythm of the rain- Grahame Baker Smith	Retrieval-recasting	Summarise in different ways including key information e.g. written summary, key words, pictures/diagrams, charts and making notes for presentations.
5	Leon and the place between- Grahame Baker Smith	Retrieval- Locational questions note making skills	Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction Retrieve and record information, producing a set of notes to support a presentation.
6	Leon and place between – Grahame Baker Smith	Retrieval-Summarising	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this
7	For the Fallen - Laurence Binyon	Vocabulary- identify Developing Fluency and performance	Identify figurative language devices. Learning by heart a wider range of poetry. Preparing a poem to read aloud and to perform-showing understanding through intonation, tone and volume so that the meaning is clear to an audience

**Autumn 2**

Wk	Text	Concepts	Objectives
1	The velveteen rabbit- Margery Williams	Inference- prediction	Make credible predictions about what happen from details stated or implied and support with references to the whole text Provide reasoned justifications for views expressed
2	Non fiction text linked to Earth and space	Use of function of structural organisers- non-fiction	Read non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in a particular way or use a particular structural organiser
3	The velveteen rabbit- Margery Williams	Inference- cause and effect	Infer and comment on the possible causes of events and actions Identify which causes are most/least likely based upon evidence in the text and beyond.
4	Roger McGough	Reading for pleasure- author study	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry Recommending books they have read to their peers
5	The velveteen rabbit- Margery Williams	Vocabulary- the meaning of words	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words they meet in context. Ask questions to improve their understanding.
6	The velveteen rabbit- Margery Williams	Developing fluency and performance	Fluently and automatically reads age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books
7	Review week		

**Spring 1**

Wk	Text	Key Focus	Objectives
1	Cosmic-Frank Cottrelli-Boyce	Inference- identifying evidence to support opinion	Justify inferences backed by one type of evidence from across the text Infer and compare different character's thoughts, feelings and motives have changed over the course of a text Identify statements of facts and opinions
2	Cosmic-Frank Cottrelli-Boyce	Inference- characterisation	Explore contrasting character's feelings, thoughts, actions and motives through role-play such as hot seating Create improvisations in role e.g. creating a new or alternative scene
3	Cosmic-Frank Cottrelli-Boyce	Inference-asking and answering questions	Ask and answer relevant inference questions for a range of fiction and non-fiction texts. In discussion and role ask/answer relevant inferences/detective questions about character's feelings, actions, thoughts and motives
4	Cosmic-Frank Cottrelli-Boyce	Vocabulary- intended impact on the reader	Discuss how language contributes to the overall meaning. Discuss how authors use figurative language and the impact of these on the reader. Compare the impact of different language devices within a text
5	How Do I Love Thee? (Sonnet 43) Elizabeth Barrett Browning -	Developing fluency and performance	Reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression

	1806-1861		
6	Review week		

## Spring 2

Wk	Text	Key Focus	Objectives
1	Cosmic-Frank Cottrelli-Boyce	Inference-asking and answering questions	Developing skills in finding the detail of the text- to ask questions. This strategy is modelled by making connections across the text.
2	Michael Morpurgo	Reading for pleasure-author study	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry Recommending books they have read to their peers
3	Cosmic-Frank Cottrelli-Boyce	Vocabulary-recognise how language is linked to audience and purpose	Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on the reader.
4 and 5	The pobble who had no toes-Edward Lear	Developing fluency and performance	Varies pace according to purpose and audience (reading for understanding)
6	Review Week		

## Summer 1

Wk	Text	Concept	Objectives
1	Non-fiction text linked to topic	Use of function of structural organisers/text featured Non-fiction	Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser
2	Revisit poems covered during the year	Use of function of structural organisers/text features-poetry	Read poetry texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser
3	How to fly with broken wings-Jane Elson	Use of function of structural organisers/text features-fiction	Read fiction that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser
4	Review of texts covered	Identify and discuss record similarities and	Identify, compare and contrast the features of a range of different forms of ➤ Poetry ➤ Non-fiction

		differences	➤ Fiction
5	The Highwayman- Alfred Noyes	Vocabulary- compare and contrast Developing fluency and performance	Compare the language of poetry, prose and non-fiction for the same theme or information Reads aloud with expression that reflects the author's purpose and meaning
6	Review Week		

## Summer 2

Wk	Text	Concept	Objectives
1	How to fly with broken wings- Jane Elson	Compare and contrast-making links	Compare how a common theme is presented in a range of texts
2	How to fly with broken wings- Jane Elson	Reviewing and performing- debating	Participate in discussions about books, building on their own and others' ideas Ask questions to clarify others' opinions Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Identify and discuss themes and points of view within and across texts
3	David Wiesner	Reading for pleasure-author study	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry Recommending books they have read to their peers
4	How to fly with broken wings- Jane Elson	Vocabulary	Full review of Y5 vocabulary
5 and 6	Sky in the Pie (poem)- Roger McGough	Developing fluency and performance	Learning by heart a wider range of poetry. Preparing a poem to read aloud and to perform-showing understanding through intonation, tone and volume so that the meaning is clear to an audience
7 and 2 days	Review Week		

Components	Core Content and Intended Learning
Activities to support reading	<ul style="list-style-type: none"> <li>- Transcribe the children's oral responses into written ones and model structures for answering question.</li> <li>- Ensure that a full answer is modelled to the children (3 marks Qs)</li> <li>- Always ask the children to justify their responses to questions – How do you know?</li> <li>- Ask children to keep a running response in their reading journal.</li> <li>- Create comparison grids for different fiction and non-fiction texts</li> <li>- Create semantic grids of texts to help to categorise key information</li> <li>- Write information gained from the text into a different context</li> <li>- Change part of the text from fiction to non-fiction and vice-versa.</li> <li>- Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text</li> <li>- Relate the text type back to the writing the children have completed</li> <li>- Model how to construct a summary of a text</li> <li>- Jump in – Encourage children to continue the story to the end of the punctuation in a known story</li> <li>- Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</li> <li>- MTTYT – Allow children to discuss in partners or read together</li> <li>- Ask children to become Reading Detectives and search for clues within text</li> <li>- Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.</li> </ul>

## Excellence in Reading - Year 6

Components	
<p><b>Reading for Pleasure</b></p>	<ul style="list-style-type: none"> <li>- Be familiar with a range of narrative genres including classic and traditional stories, myths and legends, poems and play scripts.</li> <li>- Know that texts can have elements of more than one text type.</li> <li>- Identify the elements included in a text type.</li> <li>- Can explain why they enjoyed a book or poem and who might also enjoy it.</li> <li>- Evaluate the usefulness of a non-fiction book to research questions raised.</li> <li>- Know that non-fiction texts may include a creative, fictional element.</li> <li>- Can explain how the choices a writer has made about the structure of a text supports its purpose.</li> <li>- Can make predictions using knowledge of the conventions of different genres and text types.</li> <li>- Understand that non-fiction texts may present the same information with different viewpoints.</li> <li>- Identify the characteristics of a writer's style.</li> <li>- Know that word and language choices support a writer's purpose.</li> <li>- Can record examples of words and language from reading to use in my own writing.</li> <li>- Know that style and vocabulary are linked to the text's purpose.</li> <li>- Can explain how the style and vocabulary are linked to the purpose of the text, using evidence.</li> <li>- Evaluate the usefulness of different non-fiction texts by comparing how different writers present the same information.</li> <li>- Can explain the characteristics of a writer's style, using evidence.</li> <li>- Can explain how the word and language choices support the writer's purpose, using evidence.</li> <li>- Can explain how the techniques and structures used support the writer's purpose, using evidence.</li> <li>- Record examples of techniques and structures from reading to use in my own writing.</li> <li>- Can comment on the effectiveness of the writer's use of language structures and techniques.</li> </ul>

## Excellence in Reading - Year 6

Components	Core Content and Intended Learning
Word Reading - Fluency and Decoding and Reading stamina	<ul style="list-style-type: none"> <li>-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.</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>-Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>-Read aloud books closely matched to their improving fluency and understanding, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>-In Age-appropriate books: read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute.</li> <li>-Prepare readings with appropriate intonation to show their understanding.</li> <li>-Read silently and discuss what they have read.</li> <li>-Attempt to match what they decode, to words they have already heard but may not have seen in print.</li> </ul>

## Excellence in Reading



### Reading Curriculum – Year 6

Archaic Language	Non-linear Time Sequences	Narratively Complex	Complexity of plot/symbolic text	Resistant Text
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity that a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
A Christmas Carol- Charles Dickens  Shakespeare Sonnets- Love Sonnet 18  Beatrix Potter	Holes-Louis Sachar	The boy in the Striped Pyjamas- John Boyne	<i>In Flander's Field</i> -John McCrae  <i>Daffodils (poem)</i> William Wordsworth  Skellig David Almond	<i>Poetry- Jabberwocky-</i> <i>Lewis Carroll</i> <i>(Resistance)</i>  Shaun Tan (complexity of Plots)



<i>It was the night before Christmas</i> CC Moore  <i>The Tyger</i> William Blake				
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#### National Curriculum

Retrieval	Vocabulary	Developing fluency, performance and debating	Inference	Text Structure-comparing and making links
<ul style="list-style-type: none"> <li>Asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>retrieve, record and present information from non-fiction</li> <li>Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions</li> <li>Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this</li> <li>Summarise the themes or viewpoints for different texts</li> <li>Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography</li> <li>Generate find it questions relevant to different sections of a non-fiction text</li> <li>Ask relevant find it questions about different sections of a story read</li> <li>Make notes for presentations to different audiences</li> <li>Appraise a text quickly, deciding on its value, quality or usefulness</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context</li> <li>Ask questions to help clarify their understanding of vocabulary</li> <li>Explain how words and phrases create a particular mood, feeling or attitude</li> <li>Consider the impact on the reader of a range of vocabulary and language devices</li> <li>Compare the impact of language devices across texts</li> <li>Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader.</li> <li>Suggest how language would need to change for different audiences</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Asking questions to improve their understanding Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, 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.</li> <li>Participate in discussions about books, building on their own and others' ideas</li> <li>Challenge views courteously</li> <li>Explain and discuss their understanding of what they have read through formal debates</li> <li>Provide reasoned justifications and a wider range of evidence to support their views</li> <li>Comment on the overall impact of a text on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 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 Distinguish between statements of fact and opinion Provide reasoned justifications for their views</li> <li>Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author</li> <li>Make predictions using evidence stated and implied Infer, comment on and make links between the cause and effects of events and actions</li> <li>Evaluate the impact of different causes and effects on people and places Justify inferences backed by a range of types of evidence from across the text</li> <li>Infer and compare different characters' thoughts, feelings and motives at the same points in a story</li> </ul>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing conventions in and across a wide range of writing Identifying how structure and presentation contribute to meaning</li> <li>Read fiction and non-fiction texts that are structured in different ways</li> <li>Identify structural organisers and make comparisons within and across books</li> <li>Discuss the effectiveness of different structures/ presentations of fiction and nonfiction</li> <li>identify, compare and contrast the features of a range of fiction genres</li> <li>Explain major differences between text types</li> <li>Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast</li> <li>Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot</li> </ul>

**Autumn 1**

Wk	Text	Concepts	Objectives
1	The boy in the striped pyjamas- John Boyne	Retrieval-Summarising	Asking questions to improve their understanding Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this. Summarise the themes of viewpoints from different texts
2	The boy in the striped pyjamas- John Boyne	Retrieval sequencing	Sequence sections of unknown texts based upon knowledge of genre feature Manipulate sections of stories to create and explore more complex narratives such as dual narration
3	Non-fiction linked to topic	Retrieval-Skimming and scanning	Scan different texts to find evidence to support answers to questions. Spread read or skim the text to get the general idea Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum.
4	The boy in the striped pyjamas- John Boyne	Retrieval-recasting note making skills	Summarise in different ways for different audiences and purposes. Makes notes for presentations for different audiences
5	The boy in the striped pyjamas- John Boyne	Retrieval- Locational questions	Generate find it questions relevant to different sections of a non-fiction text. Ask relevant find it questions about different sections of a story Answer find it questions relevant to non-fiction or story with increased complexity over locational features such as different vocabulary for the question and answer, use of more complex text.
6	The boy in the striped pyjamas- John Boyne	Retrieval-Summarising	Asking questions to improve their understanding Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this. Summarise the themes of viewpoints from different texts
7	In Flander's Field John McCrae	Developing Fluency and performance Vocabulary-identify	Learning by heart a wider range of poetry. Preparing a poem to read aloud and to perform-showing understanding through intonation, tone and volume so that the meaning is clear to an audience  Identify words and phrases that create a particular mood, feeling or attitude including figurative language

**Autumn 2**

Wk	Text	Concepts	Objectives
1	A Christmas Carol Charles Dickens	Inference-prediction	Make credible predictions about what happen from details stated or implied and support with references to the whole text Provide reasoned justifications for views expressed
2	Non-fiction Core text linked to topic	Use of function of structural organisers-non-fiction	Read non-fiction texts that are structured in different ways Identify structural organisers and make comparisons across books Discuss the effectiveness of different structures
3	A Christmas Carol	Inference-cause and	Infer comment on and make links between the cause and effects of events and actions Evaluate the impact of different causes and effects on people and places

	Charles Dickens	effect	
4	Charles Dickens	Reading for pleasure- author study	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry Recommending books they have read to their peers
5	Beatrix Potter	Vocabulary- the meaning of words	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words they meet in context. Ask questions to clarify their understanding of vocabulary
6	It was the night before Christmas CC Moore	Developing fluency and performance	Fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books
7	Review Week		

### Spring 1

Wk	Text	Key Focus	Objectives
1	Skellig David Almond	Inference- identifying evidence to support opinion	Justify inferences backed by a range of types of evidence from across the text Infer and compare different character's thoughts, feelings and motives at the same points in the story. Distinguish between statement of fact or opinion
2	Skellig David Almond	Inference- characterisation	Create improvisations in role Present ideas in role as an expert Exploring characters feelings and perspectives
3	Skellig David Almond	Inference- asking and answering questions	Ask find it/inference questions which explore the detail of the text or which require comparison across the full text
4	Daffodils (poem) William Wordsworth	Vocabulary- intended impact on the reader	Explain how words and phrases create a particular mood, feeling or attitude Consider and appraise the impact on the reader of a range of vocabulary and language devices Compare language across texts
5	Shakespeare Sonnets- Love Sonnet 18 (valentines day)	Developing fluency and performance	Reads aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression
6	Review week		

### Spring 2

Wk	Text	Key Focus	Objectives
1 & 2	Skellig David Almond	Inference- asking and answering questions	Developing skills in finding the detail of the text- to ask questions. This strategy is modelled by making connections across the text.
3	Shaun Tan (complexity of	Reading for pleasure-	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry

	Plots)	author study	Recommending books they have read to their peers
4	Skellig David Almond	Vocabulary-recognise how language is linked to audience and purpose	Recognise and compare language across different text types and between authors and consider the impact on the reader Suggest how language should change for different audiences and purposes- appraise when it is suitable
5	Poetry- Jabberwocky- Lewis Carroll (Resistance)	Developing fluency and performance	Consistently and automatically integrates pausing, intonation, phrasing and rate
6	Review		

### Summer 1

Wk	Text	Concept	Objectives
1	Non-fiction core text linked to topic	Use of function of structural organisers/text featured Non-fiction	Read non-fiction texts that are structured in different ways. Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/presentations Identify and compare similarities
2	Poetry If (poem) Rudyard Kipling (comparison to Jabberwocky)	Use of function of structural organisers/text features-poetry	Read poetry texts that are structured in different ways. Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/presentations Identify and compare similarities
3	Holes Louis Sachar	Use of function of structural organisers/text features-fiction	Read fiction texts that are structured in different ways. Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/presentations Identify and compare similarities
4	Holes/War Horse	Vocabulary- compare and contrast	Compare and contrast different language across books. Language used by different characters and perspectives-including for different audiences and purposes
5	The Tyger William Blake	Developing fluency and performance	Use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text
6	Review		

### Summer 2

Wk	Text	Concept	Objectives
1	Review of texts and books studied	Compare and contrast-making links	Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories. Explain the relationship between characters, plot, setting, point of view and theme

2	Holes Louis Sachar	Reviewing and performing-debating	Participate in discussions about books, building on their own and other's ideas Challenge views courteously Explain and discuss their understanding of what they have read through formal debates Provide evidence to support their views Comment on the overall impact of the text on the reader.
3	Philip Pullman	Reading for pleasure-author study	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry Recommending books they have read to their peers
4 and 5	Holes Louis Sachar	Vocabulary	Full review of Y6 vocabulary
6 and 7	Shakespeare-Prose	Developing fluency and performance	Learning by heart a wider range of poetry. Preparing a poem to read aloud and to perform-showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Components	Core Content and Intended Learning
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## Activities to support reading

- Transcribe the children's oral responses into written ones and model structures for answering question.
- Ensure that a full answer is modelled to the children (3 marks Qs)
- Always ask the children to justify their responses to questions – How do you know?
- Ask children to keep a running response in their reading journal.
- Create comparison grids for different fiction and non-fiction texts
- Create semantic grids of texts to help to categorise key information
- Write information gained from the text into a different context
- Change part of the text from fiction to non-fiction and vice-versa.
- Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text
- Relate the text type back to the writing the children have completed
- Model how to construct a summary of a text
- Jump in – Encourage children to continue the story to the end of the punctuation in a known story
- Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response
- MTYT – Allow children to discuss in partners or read together
- Ask children to become Reading Detectives and search for clues within text
- Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.