



Reading Curriculum

Our reading curriculum is designed to fully compliment our [English Curriculum](#), offering repeated opportunities to develop the writing skills that they learn within it.

Reading is initially taught through a systematic phonics approach which takes place 3 times per week using the Read, Write Inc or Fresh Start programme. The knowledge learned is then applied across all areas of the curriculum, with reading being developed further through the immersion with quality texts in the English Curriculum.

The overarching aim for reading in the national curriculum is to promote high standards of language and literacy by equipping pupils to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage, write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- read easily, fluently and with good understanding through focus texts
- develop the habit of reading widely and often, for both pleasure and information.

Once pupils have successfully completed the phonic programme they then move on to a three day curriculum that allows them to explore more age appropriate texts that allow pupils to develop the knowledge and skills to progress their fluency, prosody and comprehension. We deliver learning through a 4 part approach which provides pupils with the opportunity to be read to, to have skills and strategies modelled, to practise the skills and strategies observed and then apply their new knowledge. This format enables children to learn the skills of understanding new vocabulary, discussion, connecting knowledge, referencing a text, skimming and scanning and comprehension. The overarching aim is to enable children to develop a love for reading.

Furthermore, children are read to at least 3 times per week during a reading for pleasure session, they read to an adult three times per week and are encouraged to read books from the Oxford Reading Buddy once in school and also at home.

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Year 3/4						
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	<u>The World of Whales</u> by Darcy Dobell <u>Habitats</u> – Science Skills Sorted <u>Wild World</u> by Angela McAllister <u>Wild in the Streets</u> by Marilyn Singer <u>Rainforest</u> (from Wild World) <u>When the Mountains Roared</u> by Jess Butterworth <u>Why the Whales Came</u> by Michael Morpurgo		<u>Beowulf</u> by Michael Morpurgo <u>Stories from Around the World</u> by Maisie Chan <u>Tales from Africa</u> by Kathleen Arnott <u>The Poetry Chest</u> by John Foster		<u>Explore! Vikings</u> <u>100 Facts- Vikings</u> by Miles Kelly <u>To Asgard!</u> by Rachel Piercey Viking and Anglo-Saxon kennings (poetry) <u>The Boat</u> by Bjorn Haraldson <u>Valkyrie's Lullaby</u> by Sheila Louise Wright <u>The Saga of Erik the Viking</u> by Terry Jones <u>Viking Boy</u> by Tony Bradman	
Knowledge Pupils will ...	<u>Word Reading</u> Build on Previous Year & Focus on: •Apply 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 •Read further exception words, noting the		<u>Word Reading</u> Build on Previous Term & Focus on: •Apply 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 •Read further exception words, noting the		<u>Word Reading</u> Build on Previous Year & Focus on: •Apply 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 •Read further exception words, noting the	

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	unusual correspondences between spelling and sound, and where these occur in the word <u>Comprehension</u> Build on Previous Year & Focus on: •Read a wide range of books that are structured in different ways and read for a range of purposes •Identify how language, structure and presentation contribute to meaning •Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text •Predict what might happen from details stated and implied •Confidently retrieve and record information from non-fiction <u>Skills and Strategies</u> Build on Previous Year & Focus on: •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and	unusual correspondences between spelling and sound, and where these occur <u>Comprehension</u> Build on Previous Term & Focus on: •Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence •Identify themes and conventions in an increasing range of books •Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action •Recognise a range of poetic forms [for example, free verse, narrative poetry] <u>Skills and Strategies</u> Build on Previous Term & Focus on: •Recognise and read Year 3&4 Word List •Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and	unusual correspondences between spelling and sound, and where these occur <u>Comprehension</u> Build on Previous Year & Focus on: •Read a wide range of books that are structured in different ways and read for a range of purposes •Identify main ideas drawn from more than two paragraphs and summarise these •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence •Identify how language, structure and presentation contribute to meaning •Confidently retrieve and record information from non-fiction <u>Skills and Strategies</u> Build on Previous Year & Focus on: •Recognise and read Year 3&4 Word List •Skim to gain the gist of a text or the main idea in a chapter •Scan for specific information using a variety of
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	reading ahead •Skim to gain an overview of a text, e.g. topic, purpose •Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points •Read short information texts independently with concentration •Identify how texts differ in purpose, structure and layout •Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount <u>Content Domains*</u> 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2a give / explain the meaning of words in context	intonation •Re-reading sentences for clarity <u>Content Domains*</u> Build on Previous Term & Focus on: 2d make inferences from the text / explain and justify inferences with evidence from the text 2h make comparisons within the text	features in texts, e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points •Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Re-reading sentences for clarity <u>Content Domains*</u> 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2d make inferences from the text / explain and justify inferences with evidence from the text 2c summarise main ideas from more than one paragraph
Skills (Step 7) Pupils will ...	<u>Word reading</u> Points out words which do not conform to spelling rules they know, requiring support to read words correctly Reads silently for extended periods, requiring minimal prompts to stay on task <u>Comprehension</u> Asks questions designed to clarify or extend their understanding		

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	Makes links between the books they are reading and other books they have read (in books they are reading independently) Explains the meaning of a simple or common metaphor Performs poetry or playscripts showing understanding through intonation, tone, volume and action, learning a wider range of simple poetry by heart Identifies the main conventions and genres of different text types, giving simple examples Sustains interest when reading longer texts Reads for a range of purposes, choosing books which are structured differently and are different lengths and challenges Justifies their opinions with references to the text Talks about their understanding of a text in their own words, using given technical terms, e.g. theme or moral Identifies some of the characteristics of poetic forms, e.g. limericks, verses Gives an example of onomatopoeia Retrieves and records information from non-fiction texts found using their own structure Makes a plausible prediction about what might happen on the basis of what has been read so far in a book they are reading independently
Key vocabulary	grapheme, phoneme, syllable, sequence, structure, predict, discuss, question

Year 5/6						
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	DK Eyewitness <u>World War II</u> Anne Frank – <u>The Diary of a Young Girl</u> <u>Poems from the Second World War</u> by Gaby Morgan <u>Fireweed</u> by Jill Paton Walsh		<u>The Wolves of Willoughby Chase</u> - Joan Aiken <u>The Call of the Wild</u> by Jack London <u>Black Beauty</u> by Anna Sewell <u>A Poem for Every Night of the Year</u> by Allie Esiri		Where on Earth: <u>Coastlines</u> DK Findout! website – <u>coasts</u> As a British village crumbles into the sea, a family holds onto a home that can't be saved (pri.org)	

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	<u>The Boy in the Striped Pyjamas</u> – John Boyne		<u>Overheard on a Tower Block</u> by Joseph Coelho <u>The Island at the End of Everything</u> – Kiran Millwood Hargrave <u>Orphans of the Tide</u> by Struan Murray
Knowledge Pupils will ...	<u>Word Reading</u> Build on Previous Year & Focus on: •Apply 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 <u>Comprehension</u> Build on Previous Year & Focus on: •read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Predict what might happen from details stated and implied •Identify how language, structure and presentation contribute to meaning •Retrieve, record and present information from non-fiction	<u>Word Reading</u> Build on Previous Year & Focus on: •Apply 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 <u>Comprehension</u> Build on Previous Year & Focus on: •Increase their familiarity with a wide range of books, including fiction from our literary heritage •Identify and discuss themes and conventions in and across a wide range of writing •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views •Prepare plays to read aloud and to perform,	<u>Word Reading</u> Build on Previous Year & Focus on: •Apply 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 <u>Comprehension</u> Build on Previous Year & Focus on: •Identify and discuss themes and conventions in and across a wide range of writing •Discuss and evaluate how authors use language, including figurative language considering the impact on the reader •Provide reasoned justification for their views •Identify how language, structure and presentation contribute to meaning •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

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	showing understanding through intonation, tone and volume so that the meaning is clear to an audience <u>Skills and Strategies</u> Build on Previous Year & Focus on: •Recognise all Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences •Read closely, annotating for specific purposes •Use a range of strategies for finding and locating information e.g. skimming scanning for detail •Connecting prior knowledge and textual information to make inferences and predictions <u>Content Domains*</u> 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2d make inferences from the text / explain	showing understanding through intonation, tone and volume so that the meaning is clear to an audience <u>Skills and Strategies</u> Build on Previous Year & Focus on: •Recognise all Year 5&6 Word List words with automaticity •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity •Secure responses through re-reading and cross-check information •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes <u>Content Domains*</u> 2h make comparisons within the text 2d make inferences from the text / explain and justify inferences with evidence from the text	<u>Skills and Strategies</u> Consolidate and embed all skills not secured and focus on: •Recognise all Year 5&6 Word List words with automaticity •Read closely, annotating for specific purposes •Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes <u>Content Domains*</u> 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases
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	and justify inferences with evidence from the text		
Skills (Step 8) Pupils will ...	<u>Word Reading</u> Demonstrates awareness of the listener by using emphasis, pace and pauses to maintain interest Create tension with their voice in order to engage the audience throughout the reading <u>Comprehension</u> Works out the meaning of words from the context Learns a wider range of poems by heart Makes comparisons within and across books Identifies key differences in a range of genres Explain how meaning is made clearer through the type of language and specific text presentation Identify the conventions of a range of styles of writing Reads silently for an extended period Identifies persuasive language Evaluate how authors use language, including figurative language, considering the impact on the reader Pinpoints an underlying meaning or theme Explains and discusses their understanding of what they have read, drawing inferences and justifying these with evidence Summarises main ideas, identifying key details and using quotations for illustration Expresses their views on a text with others, giving examples of elements they liked, e.g. structure, vocabulary choices or use of figurative language Challenges others views courteously when discussing texts Demonstrates understanding of a range of figurative language, e.g. finding and explaining metaphors		
Key vocabulary	figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare		