



# Reading Curriculum

Woodham Burn Primary school

## Key Principles for the Teaching of Reading



### Explicit instruction

*Every domain of reading is explicitly taught and modelled at each age and stage.*



### Read a lot; read aloud

*Every child reads aloud every day.  
Every lesson is a reading lesson.*



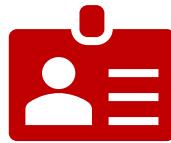
### Real books: thoughtfully selected

*All books are worthy of reading. Carefully chosen by adults and children.*



### Valued by ALL

*All reading, in all subjects, is valued, promoted and embedded.*



### Everyone a Reader

*Children develop a positive reading identity.*



### Successful experiences

*Feeling capable inspires joyful independent reading.*



### Discussion-rich

*Demands engagement and provokes thinking and discussion.*

## Our Approaches to Teaching Reading

Where children are in terms of their reading development will have an impact on the focus for the teaching of reading. For example, early readers will need the vast proportion of their reading diet allocated to word reading, whereas transitional readers will likely spend more time developing their fluency and language comprehension. At the start, the different components of reading are likely to be taught separately, however, through all aspects of our reading provision, **our main aim is to build confident and competent readers with positive reading dispositions.**

## Key Reading Domains

Our key principles are applied when teaching each of the 7 domains of reading identified below.

### **Reading for Pleasure**

A positive reading identity can inspire more joyful and independent reading. To gain this, children need to understand what it means to be a particular type of reader, place value on reading and feel capable, as they work to comprehend an increasing range of sophisticated texts. Capability builds confidence; confidence motivates and motivation promotes engagement and leads to achievement.

### **Phonemic Awareness**

Phonemic awareness is the ability to notice, think about and work with the individual sounds in spoken words. Before children read print, they need to become aware of how the sounds in words work. They must understand that words are made up of phonemes.

### **Fluency**

Fluency is the ability to read a text accurately and at pace. When fluent readers read silently, they recognise words automatically and they group words quickly to help them to gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Fluency provides the bridge between word recognition and comprehension.

### **Comprehension**

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. As they read, good readers are both purposeful and active. Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.

### **Phonics**

Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words.

### **Vocabulary**

Vocabulary refers to the words we must know to communicate effectively. Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words in the text mean.

### **Wider Curriculum Reading**

Wider curriculum reading not only reinforces essential content knowledge but it also demonstrates the variety of ways that texts can be structured, across different subject disciplines. It is essential for future learning that children know how to engage with different texts, including how to interpret the information through a subject lens.

## Comprehension Strategies





# Reading in EYFS

# RECEPTION

# KNOW IT: PHONICS-LITTLE WANDLE

New Learning Prior Learning

GPCs – learn to read and write words containing:		Tricky Words – learn to read and begin to write
Teach Phase 2 Au1	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l	
Teach Phase 2 Au2	<b>ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</b> words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	is, I, the
Teach Phase 3 Sp1	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er words with double letters longer words	as, and, has, his, her, go, no, to, into, she, he, of, we, me, be
Review Phase 3 Sp1	words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with -es /z/ at the end	was, you, they, my, by, all, are, sure, pure
Teach Phase 4 Su1	<b>Short vowels with adjacent consonants</b> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed , /t/, –ed, /id/, /ed/, –est	Review all taught so far.
Teach Phase 4 Su2	<b>Phase 3 long vowel graphemes with adjacent consonants</b> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today
		Review all taught so far.

## Nursery: Foundations for Phonics

In Nursery, we develop our children's phonemic awareness and prepare them for formal phonics teaching in Reception, through the use of the Little Wandle Foundations for Phonics early language programme. It focuses on developing phonological awareness and key pre-reading skills rather than introducing letters and sounds too early. The programme aims to build strong foundations for reading by developing: listening and attention skills; phonological awareness (rhyme, alliteration, syllables); oral blending and segmenting; vocabulary and conversational confidence and a love of stories and rhymes and memorization of familiar texts. Below is an overview of the programme however we use the structure flexibly to ensure that children who begin Nursery later in the year, still have the same provision.

Autumn	Spring	Summer
<p><b>Rhyme Time:</b> Daily sessions from Autumn 1 where children learn and recite nursery rhymes, explore rhyme, and develop shared language. They build familiarity with sounds in words.</p> <p><b>Tuning into Sounds:</b> Starts in Autumn 2 with short, engaging games focusing on:</p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Voice sounds</li> <li>• Name play</li> <li>• Oral blending</li> </ul>	<p><b>Continue Rhyme Time:</b> Children should now confidently join in with rhymes and start spotting rhyming words independently.</p> <p><b>Tuning into Sounds:</b> Move from simple listening games to:</p> <p><b>Alliteration activities.</b></p> <p><b>Syllable clapping</b> (breaking words into beats).</p> <p><b>Oral Blending:</b></p> <p><b>Storytelling and Vocabulary:</b> Encourage retelling stories and using new words in conversation.</p>	<p><b>Deepen Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>• Spot initial sounds in words.</li> <li>• Continue rhyme and syllable work.</li> </ul> <p><b>Oral Segmenting:</b> Begin segmenting words into sounds orally</p> <p><b>Prepare for Reception:</b></p> <ul style="list-style-type: none"> <li>• Ensure children can confidently blend and segment orally.</li> <li>• Build strong listening and attention skills.</li> </ul>

PROGRESSION IN PHONICS	Reception Autumn Term												
	1	2	3	4	5	6	7	8	9	10	11	12	13
		Phase 2 GPCs: <b>s a t p</b>	Phase 2 GPCs: <b>i n m d</b>	Phase 2 GPCs: <b>g o c k i s</b>	Phase 2 GPCs: <b>c k e u r l</b>	Phase 2 GPCs: <b>h b f l t h e</b>	Assess and review week.	Phase 2 GPCs: <b>f f l l s s j p u t p u l l f u l l a s</b>	Phase 2 GPCs: <b>v w x y a n d h a s h i s h e r</b>	Phase 2 GPCs: <b>z z z q u c h s / s / a t e n d g o n o t o i n t o</b>	Phase 2 GPCs: <b>sh t h e n g n k s h e p u s h h e o f</b>	Phase 2 GPCs: <b>'s' a t t h e e n d a n d 's' / z / w e m e b e</b>	Assess and review week.
	Reception Spring Term												
	1	2	3	4	5	6	7	8	9	10	11	12	13
	Phase 3 GPCs: <b>a i e e i g h o a</b>	Phase 3 GPCs: <b>oo oo a r o r w a s t h e y o u</b>	Phase 3 GPCs: <b>u r o w o i e a r m y b y a l l</b>	Phase 3 GPCs: <b>a i r e r d o u b l e l e t t e r s a r e s u r e p u r e</b>	Longer words	Assess and review week.	Assess and review week.	Review Phase 3 <b>a i, e e, i g h, o a, o o, a r, o r, u r, o o, o w, o i, e a r</b>	Review Phase 3 <b>e r a i r, d o u b l e l e t t e r s, l o n g e r w o r d s</b>	Words with 2+ digraphs.	Longer words, words ending in -ing, compoun d words.	Longer words, words with s in middle, words ending in -s/-es	Assess and review week
	Reception Summer Term												
	1	2	3	4	5	6	7	8	9	10	11	12	13
	Phase 4 short vowels CVCC <b>s a i d s o h a v e l i k e</b>	Phase 4 short vowels CVCC, CCVC <b>s o m e c o m e l o v e d o</b>	Short vowels CCVCC, CCCVC, CCCVCC <b>w e r e h e r e l i t t l e s a y s</b>	Longer words, compoun d words. <b>t h e r e w h e n w h a t o n e</b>	Root words ending in -ing, -ed/t/id/-ed, -est <b>o u t t o d a y</b>	Assess and review week	Assess and review week	Long vowel sounds CCVC, CCCVC, CCV, CCVCC <b>l o n g l o r d s</b>	Long vowel sounds CCVC, CCCVC, CCV, CCVCC <b>l o n g l o r d s</b>	Phase 4 words ending in -s/s/-s/z/-es <b>l o n g l o r d s</b>	Root word ending in: -ing, ed/t/, ed/id/-ed/d/ <b>l o n g l o r d s</b>	Phase 4 words ending in -s/s/-s/z/-es <b>l o n g l o r d s</b>	Assess and review week.

## Reception

Word Reading	Comprehension
<b>Children should be taught to:</b>	<b>Children should be taught to/given opportunities to:</b>
<ul style="list-style-type: none"> <li>Blend and manipulate sounds with the structure:             <ul style="list-style-type: none"> <li>o CVC-map, sit etc</li> <li>o VCC and CVCC- ant, bump etc</li> <li>o CCVC-crab, dress etc</li> <li>o CCVCC and CCCVC-drunk, scrap etc</li> <li>o CCCVCC-splint etc</li> </ul> </li> <li>Understand that sounds can be represented by spellings with one letter.</li> <li>Understand that sounds can be represented by spellings with more than one letter: digraphs and trigraphs.</li> <li>Understand that some of these spellings are written with a double consonant e.g. ff, ll, ss, zz</li> <li>Understand that other spellings are written with two different letters e.g. sh, ch, th, ck, wh, ng, qu.</li> <li>Know that &lt;q&gt; and &lt;u&gt; represent the sounds /k/ and /w/.</li> <li>Read words containing taught suffix endings.</li> <li>Increase the bank of tricky words that they can read with accuracy and automaticity.</li> </ul>	
<b>Vocabulary Instruction</b>	
<b>Children should be given opportunities to:</b>	
<ul style="list-style-type: none"> <li>Expand their bank of vocabulary through explicit teaching of Tier 2 and Tier 3 vocabulary linked to shared texts and topics.</li> <li>New vocabulary should be taught through:             <ul style="list-style-type: none"> <li>o Defining new word meanings using pictures and context to support understanding;</li> <li>o Physicalising what new words mean through actions and gestures;</li> <li>o Adults modelling and reinforcing new words within different contexts;</li> <li>o Linking new words to other known words with similar meanings;</li> <li>o Applying new words through use within their own spoken language.</li> </ul> </li> </ul>	
<b>Expressive Reading</b>	
<b>Grammar, Layout and Structure</b>	
<ul style="list-style-type: none"> <li>Listen daily to a range of fiction, poetry and non-fiction texts and begin to recognise some of the key differences between them e.g. language, layout and structure.</li> <li>Understand the concept of beginning, middles and end and the how this is used to structure narrative.</li> </ul>	
<ul style="list-style-type: none"> <li>Children should develop their love of books and reading through listening to daily, quality story telling by a skilled adult.</li> <li>They should have opportunities to join in with patterned language within familiar texts and echo back modelled use of prosody for small extracts of text such as speech or noises.</li> <li>They should have opportunities to learn and recite nursery rhymes and short poems using expressive speech where they can.</li> </ul>	

# Reception Reading Approaches

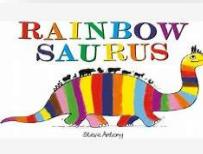
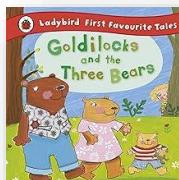
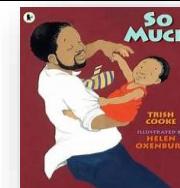
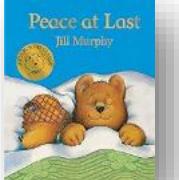
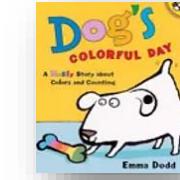
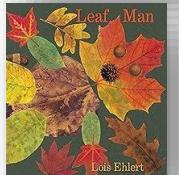
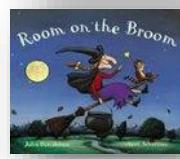
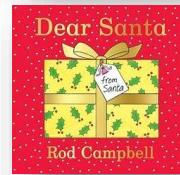
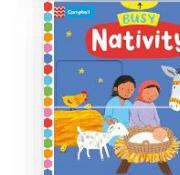
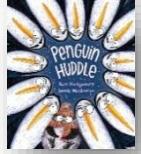
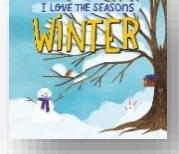
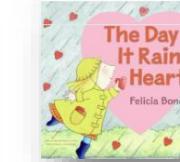
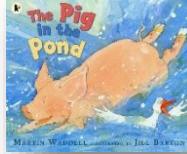
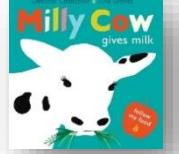
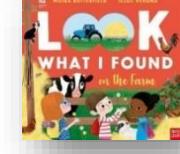
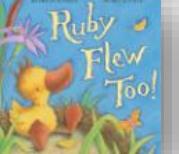
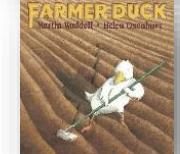
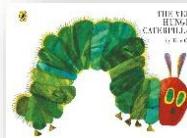
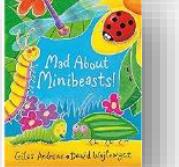
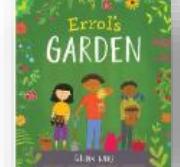
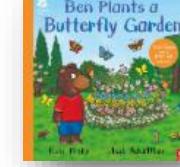
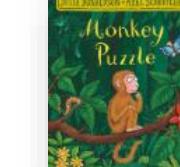
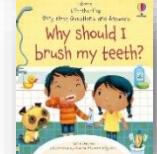
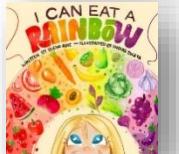
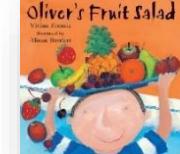
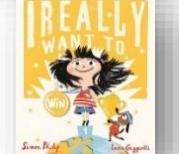
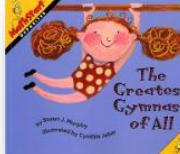
Our approaches to reading in Reception prioritise accurate word reading but also speed in decoding through repeated practice and reading fluency groups. We use high quality texts across the provision to develop children's knowledge of language and their love of reading. We ensure that they have stories read to them daily.

Phonics	Fluency	Daily Shared Reading	Independent Reading
<p>In Reception, children are taught daily systematic phonics instruction through the Little Wandle phonics scheme, in order to develop efficient word reading skills. Through phonics sessions led by the teacher, children learn to accurately decode words by looking at each grapheme to say each corresponding phoneme in turn, and then to blend the phonemes to say the word. Children are encouraged to expand the bank of words that they are able to read automatically, throughout Reception. The programme for Reception focuses on teaching Phase 2 and Phase 3 GPCs, as well as longer words containing long and short vowel sounds and consonant clusters, as part of Phase 4 phonics. In Reception, children will learn to read Phase 2, 3 and 4 tricky words. All of this code and word reading knowledge is then reviewed again at the start of Year 1.</p>	<p>Through our teaching of the Little Wandle scheme, we ensure that children learn to decode but also that they develop fluency in their reading and gain secure understanding of what they have read.</p> <p>In addition to the daily phonics sessions, from week 4, children also take part in reading practice sessions which may involve group reading of wordless, blending practice or decodable books with adults. These sessions focus on three key reading skills: decoding, prosody and comprehension. They take place three times a week and children have the opportunity to do repeated reading of high quality texts that are matched to their phonic ability.</p> <p>These texts include both fiction and non-fiction genres.</p>	<p>In Reception, we balance uninterrupted story time reading for pleasure with planned shared reading. Our planned shared reading sessions include:</p> <ul style="list-style-type: none"> <li>➤ exposure to a wide range of high quality texts</li> <li>➤ opportunities to hear repeated and expressive modelled reading of the same text by an adult</li> <li>➤ the teaching of key vocabulary-largely Tier 2</li> <li>➤ discussion and teaching centred around key reading comprehension strategies</li> <li>➤ engaging with and making personal responses to the text read, to support them to identify as a reader, and</li> <li>➤ looking at the way different types books are written and structured.</li> </ul>	<p>Throughout Reception, children take home a reading for pleasure book for parents to share with them. Once reading practice sessions are established (usually from week 4 onwards), children take home a reading practice book that matches their secure phonic knowledge. If a child hasn't mastered blending yet, they take home a wordless book. Children who do not read at home and who are falling behind are afforded additional reading opportunities with adults in school.</p>
<b>Intervention</b>			
As well as offering extra 1:1 reading, any children who need additional practice receives daily keep up support. These sessions are delivered by highly trained adults and follow the same structure as the whole class session. The sessions take place for 10-15 minutes and focus in on accurate blending within each phonic phase. Specific gaps are identified through rigorous formative and summative assessment tasks.			

## EYFS: Reading for Pleasure

We promote reading for pleasure through creating a positive, engaging environment where children see reading as enjoyable and rewarding. This includes: creating a reading rich environment with a variety of books across provision, as well as a designated reading area; modelling a love of reading by daily reading aloud with expression and enthusiasm; puppets and props in provision to encourage oral story telling by adults and children; offering children a choice of books so that they can develop preferences or choose books linked to their own interests, and encouraging story sequencing games and acting out stories.

# Nursery Key Texts

Autumn 1							
Autumn 2							
Spring 1							
Spring 2							
Summer 1							
Summer 2							

# Reception Key Texts

	Theme Key Text	Drawing Club	Theme Key Text	Drawing Club	Theme Key Text	Drawing Club	Theme Key Text	Drawing Club	Theme Key Text	Drawing Club	Theme Key Text	Drawing Club
Autumn 1	 The Tiger Who Came to Tea Judith Kerr	 Once There Were GIANTS John Burningham	 Goldilocks and the Three Bears Janet and Alan Ahlberg	 MISSING Stephens, Grahame	 JIGSAW Stephens, Grahame	 MIXED An Activity Book About Books Stephens, Grahame	 MARTHA MAPS IT OUT Stephens, Grahame	 MY SKIN The Old Man's Beard Stephens, Grahame	 Bagpuss The Old Man's Beard	 TREE Stephens, Grahame	 LITTLE LADY Stephens, Grahame	
Autumn 2	 The Best DIWALI Ever! Kiran Desai	 Night Pirates Kiran Desai	 Everyday Materials Kiran Desai	 The Magic Porridge Pot John Burningham	 The Three Little Pigs John Burningham	 Button Moon Eric Carle	 The Three Wolves and the Big Bad Pig John Burningham	 The Giant Jam Sandwich John Burningham	 The Great Paper Saw Silver Hyatt	 The Three Little Pigs John Burningham	 The Christmas Story John Burningham	 Mis's Christmas John Burningham
Spring 1	 The Train Ride Jane Godwin	 The Biggest Decker Bus Stephen Biesty	 Look Inside Things That Go Stephen Biesty	 The Three Billy Goats Gruff Stephen Biesty	 Look Inside Things That Go Stephen Biesty	 The Road Runner: A Very Scary Lesson Eric Carle	 Last Stop on Market Street Matt de la Peña	 Lost and Found Oliver Jeffers	 I Can't Find My Elephant Oliver Jeffers	 Little Red Riding Hood Oliver Jeffers	 Amelia Earhart Stephen Biesty	 Rosie's Walk Eric Carle
Spring 2	 A Place Called Home Kazuo Imai	 Dear Zoo Rod Campbell	 Giraffes Can't Dance Eric Carle	 Chicken Licken Hans Christian Andersen	 Monkey Puzzle Janet and Alan Ahlberg	 Mr Bean: The Adventures Rowman and Littlefield	 Lila and the Secret of Rain Maurice Sendak	 Where the Wild Things Are Maurice Sendak	 Tiger in the Garden Eric Carle	 Little Red Hen Eric Carle		
Summer 1	 The Princess and the Frog Janet and Alan Ahlberg	 A Little Bit Brave Janet and Alan Ahlberg	 Over Your Tumbleweed Janet and Alan Ahlberg	 Jack and the Beanstalk Janet and Alan Ahlberg	 Jack and the Beanstalk Janet and Alan Ahlberg	 Batfink Janet and Alan Ahlberg	 Jack and the Beanstalk Janet and Alan Ahlberg	 The Diddle That Dummed Kris Gaid and Fred Gandy	 Knight Who Said Not Kris Gaid and Fred Gandy	 Cinderella Janet and Alan Ahlberg		
Summer 2	 Find Up! Jeff Brown	 Tiddler Jeff Brown	 Stickin' Up! Jeff Brown	 Rapunzel Sarah Hulme	 Shirley Hughes Lucy & Tom At the Seaside	 Portland Bill Sarah Hulme	 Stuck Julia Donaldson	 Look What I Found at the Seaside Julia Donaldson	 Hansel and Gretel Sarah Hulme	 Look What I Found at the Seaside Sarah Hulme	 Captain Pugwash Sarah Hulme	

## **Reception Reading Endpoints**

### **The teaching of reading in Reception should enable children to:**

Word Reading	<p>Read some digraphs and trigraphs that each represent one sound and say the sounds for them (Little Wandle: Phase 3, Sounds-Write: Initial Code Units 8-11) and begin to read words within Phase 4 (Little Wandle)/using various spellings in the Bridging Unit (Sounds-Write).</p> <p>Read some common exception words matched to the school's phonic programme.</p> <p>Read simple phrases, sentences and books made up of words with known letter-sound correspondences and, where necessary, some common exception words.</p>
Comprehension	Engage in conversations about stories, demonstrating the correct use of new vocabulary both within the story and within different contexts.
	Orally respond to simple questions about a familiar book/text.
	Sequence three pictures in order – beginning, middle and end, using narrative language and new vocabulary to retell the story.
	Make simple predictions about how the story might end and develop, and anticipate key events within the story.
	Join in with retelling an increasing number of familiar stories e.g. with a story map, pictures, actions or props, including repeated words, phrases and refrains
Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own and recently introduced vocabulary;</li><li>• Anticipate, where appropriate, events in stories;</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li><li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li><li>• Read words consistent with their phonic knowledge by sound-blending;</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>



# Reading in Year 1

# YEAR 1

# KNOW IT: PHONICS-LITTLE WANDLE

## Little Wandle

## KNOW IT! Phonics

## Year 1

GPCs – learn to read and write words containing:	
Review Phase 3 Au1	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words, words with s /z/ in the middle, words with -s /s/ /z/ at the end, words with -es /z/ at the end
Review Phase 4 Au1	<b>Short vowels with adjacent consonants</b> CVCC CCVC CCVCC CCCVC CCCVCC, longer words and compound words, words ending in suffixes: -ing, -ed /t/, -ed, /d/, /ed/, -est <b>Phase 3 long vowel graphemes with adjacent consonants</b> CVCC CCVC CCCVC CCV CCCVCC, words ending in suffixes: -ing, -ed /t/, -ed /d/, -ed /d/ -er, -est and longer words
Teach Phase 5 Au1	ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each
Teach Phase 5 Au2	/ur/ ir bird /igh/ ie pie /ao/ yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/e he /ai/ a-e shake /igh/ i-e time /oa/ o_e home /oo/ yoo/ u-e rude cute /ee/ e-e these /oo/ yoo/ ew chew new /ee/ ie shield /or/ aw claw
Teach Phase 5 Sp1	/ee/y funny /e/ea head /w/wh wheel /oa/oe ou toe shoulder /igh/ y fly /oa/ ow snow /i/ g giant /f/ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup
Teach Phase 5 Sp2	/ur/or word /oo/ u oul awful could /air/ are share /or/au aur oor al author dinosaur floor walk /ch/tch/ture match adventure /ar/al a half father /or/ a water schwa in longer words: different /o/a want /air/ ear ere bear there /ur/ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor
Teach Phase 5 Su2	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/dge bridge /i/ y crystal /j/ ge large /sh/ tissi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more

New Learning	Prior Learning
<b>Tricky Words – learn to read and begin to write</b>	
Review Phase 2 Au1	is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be
Review Phase 3 Au1	was, you, they, my, by, all, are, sure, pure
Review Phase 4 Au1	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today
Teach Phase 5 Au2	their, people, oh, your, Mr, Mrs Ms, could, would, should, our, house, mouse, water, want
Teach Phase 5 Sp1	any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work
Teach Phase 5 Sp2	once, laugh, because, eye
Teach Phase 5 Su2	busy, beautiful, pretty, hour, move, improve, parents, shoe

## Year 1 National Curriculum Programmes of Study

Word Reading	Comprehension
<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <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 word</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <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 hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories 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 some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>

# TEACH IT: LANGUAGE COMPREHENSION

YEAR 1

As well as ensuring that our early readers are developing proficiency in decoding words through use of phonics and expanding the bank of words they can read with automaticity, we also have a heavy focus on developing their knowledge, understanding and use of language through a literature-rich environment. This involves regular shared and repeated reading of high-quality texts, rich interactions between adults and pupils, listening to, talking about and learning by heart a wealth of stories, poems,

Vocabulary Knowledge	Knowledge of Grammar	Background Knowledge	Rhetorical Devices	Expressive Reading
Children develop knowledge of vocabulary through planned and explicit teaching of new words and their meanings. These are carefully selected from shared texts with a particular focus on Tier 2 words. These words are then practised across a range of different contexts.	Children will develop their knowledge of grammar as they encounter it in stories, information texts and other reading material. The books selected are not only rich in vocabulary but also varied in sentence structures.	Children will read a wide range of texts to develop their knowledge of the world. They will also learn any <b>essential</b> contextual knowledge needed to adequately comprehend individual texts.	Children will learn how techniques and words can be used by author's to make texts more interesting, fun and engaging to read.	Children will learn through listening regularly to adults modelling reading, how understanding and engagement can be increased through use of prosody.

## Year 1 Reading into Writing Example Plan

### A Walk in the Woods

Session 1	Session 2	Session 3-5
<p><b>Book Introducing</b></p> <ul style="list-style-type: none"> <li>Explain that the story setting is in some woods and that this is a <b>familiar setting</b>.</li> <li>Introduce the <b>main characters</b> from the story.</li> <li>Use the word <b>transformation</b> to explain how the book shows the woods <b>transforming</b> from one season to another.</li> <li>Make links to children's prior knowledge and experiences by discussing things we might see, hear, smell or touch if we were walking through the woods in autumn. If the children haven't had this experience, then take them on a walk prior to reading the text.</li> </ul> <p><b>Model fluent reading</b></p> <ul style="list-style-type: none"> <li>Read the text to the children modelling fluent reading. Ensure that it is an interrupted read and that the children can see a large-print version of the text.</li> <li>Pre-teach the following vocabulary from the text before zooming into the autumn pages: <b>ripe, crisp, buries, navy, peeks, glisten</b></li> <li>Read just the autumn pages of the again book pausing to model <b>think alouds</b> to 'why' focused questions linked to the story. Why might the author have said 'full of treasure' when there isn't any gold or silver in the woods? 'maybe because she thinks nature is very precious too.'</li> </ul>	<p><b>Repeated Reading</b></p> <ul style="list-style-type: none"> <li>Read the autumn pages again and encourage the children to join in at key places discussing the techniques used by the author to make the text interactive. For example, <b>SPLASH! YUM!</b> Making some words <b>big and bold: cold, wet, juicy and ripe, peeks out, slowly</b>. Repeating words: <b>piles and piles; alliteration-puddles perfect</b>. Asking questions-<b>What can you find? Who can you see?</b></li> </ul> <p><b>Read and Respond</b></p> <ul style="list-style-type: none"> <li>Children use the prompt sheet to draw themselves on an autumn walk adding the things they would like to see. Children then <b>orally compose</b> a sentence about their walk for an adult to scribe at the bottom.</li> </ul> <p><b>Vocabulary Knowledge</b></p> <ul style="list-style-type: none"> <li>As part of shared, guided and independent writing, the children will be writing labels, caption and simple sentences based on images from the text. Therefore, pre-teach some of the vocabulary and read it together saying the sounds and blending-push those who can, to blend in their head after a few times to promote automaticity.</li> </ul>	<p><b>Text sequencing</b></p> <ul style="list-style-type: none"> <li>Look at the sequence of the autumn pages, explaining that they start with morning, then move to afternoon and end with evening. Explain that this is how the text has been sequenced. Orally compose sentences that describe the sequence that the children spotted some of the different objects and animals. Follow-up with the children independently sequencing events from the story using images. Give them the autumn pages for the book so they can check and continue to engage and interact with the text.</li> </ul> <p><b>Shared Reading and Writing</b></p> <ul style="list-style-type: none"> <li>The next lessons in the English sequence will have more of a focus on oral composition and application of secure phonics to write labels, captions and sentences however, there will be further interspersed reading opportunities linked to word reading to check word writing and repeated reading and discussion about the text.</li> </ul>

# Year 1 Reading Approaches

Our approaches to reading in Year 1 prioritise accurate word reading but also speed in decoding through repeated practice and reading fluency groups. We use high quality texts within English, shared reading time and through the wider curriculum to develop children's knowledge of language and their love of reading. We ensure that they have stories read to them daily.

Phonics	Fluency	Shared Reading	Independent Reading
<p>In Year 1, children are taught daily systematic phonics instruction through the Little Wandle phonics scheme, in order to develop efficient word reading skills. Through phonics sessions led by the teacher, children learn to accurately decode words by looking at each grapheme to say each corresponding phoneme in turn, and then to blend the phonemes to say the word. Children are encouraged to expand the bank of words that they are able to read automatically, throughout Year 1.</p> <p>The programme for Year 1 focuses on reviewing previously taught GPCs from Phase 3 and 4 as well as the tricky words from Phase 2-5. It then moves on to teach Phase 5 graphemes and tricky words.</p>	<p>Through our teaching of the Little Wandle scheme, we ensure that children learn to decode but also that they develop fluency in their reading and gain secure understanding of what they have read.</p> <p>In addition to the daily phonics sessions, children also take part in reading practice sessions which involve group reading of decodable books with adults. These sessions focus on three key reading skills: decoding, prosody and comprehension. They take place three times a week and children have the opportunity to do repeated reading of high quality texts that are matched to their phonic ability. These texts include both fiction and non-fiction genres.</p>	<p>In Year 1, we intertwine shared reading alongside our writing. This is part of our main English lesson and focuses on developing children's language comprehension. They develop their knowledge and skills through:</p> <ul style="list-style-type: none"> <li>➤ exposure to a wide range of high quality texts</li> <li>➤ opportunities to hear repeated and expressive modelled reading of the same text by an adult</li> <li>➤ the teaching of key vocabulary-largely Tier 2</li> <li>➤ discussion and teaching centred around key reading comprehension strategies</li> <li>➤ engaging with and making personal responses to the text read, to support them to identify as a reader, and</li> <li>➤ the teaching of grammar and authorial techniques in context.</li> </ul>	<p>Children in Year 1 take home a decodable book which include sounds that have recently been learned so that they can read at home. This gives them the opportunity to consolidate their learning and practise their skills. Children's books are sent home following their three reading practice sessions in school. Children who do not read at home and who are falling behind are afforded additional reading opportunities with adults in school.</p> <p style="text-align: center;"><b>Intervention</b></p> <p>As well as offering extra 1:1 reading, any children who need additional practice receives daily keep up support. These sessions are delivered by highly trained adults and follow the same structure as the whole class session. The sessions take place for 10-15 minutes and focus in on accurate blending within each phonic phase. Specific gaps are identified through rigorous formative and summative assessment tasks.</p>

## Reading for Pleasure and Purpose

Our ultimate aim is to enable our children to read for meaning, pleasure and purpose. We do this through providing a literature-rich environment where constant interactions take place between children and adults and by maximising the opportunities children have to listen to, talk about and learn by heart stories, poems, rhymes and songs. In Year 1, fostering a love of reading for pleasure involves making it an enjoyable and accessible experience. Strategies include creating a positive reading environment, encouraging book choice, providing diverse reading materials, and incorporating interactive and engaging activities. As with our older children, interwoven throughout all of our reading provision is '**book chat**'. In Year 1 **book chat** focus on simple, engaging questions that encourage participation and enjoyment of the story. **Book Chat Question Examples:** **Did you like the book? Why? Why not? Who was your favourite character? What did you see in the pictures? Were there any words that you liked? Did the story remind you of something in your own life? How did the story make you feel? Would you like to read this book again? Why? Why not?** Additionally, our wider curriculum provision is enhanced through the use of high quality non-fiction texts that are used as a vehicle to reinforce key vocabulary and knowledge, as well as deepen understanding and interest in books.

## Year 1 English Curriculum Key Texts

 WILLOW BURN PRIMARY SCHOOL	Y1 Autumn												
	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Phonics</b>	Review Phase 3	Review Phase 3 2+ digraphs	Review Phase 4 with longer words.	Phase 5: ay/ou/ oy/ea	Phase 5-review longer words	Assess and Review Week (stop and secure)	Revisit and Review Week (stop and secure)	Phase 5-ir, ie, ue, u.	Phase 5-o, i, a, e.	Phase 5-a_e, i_e, o_e, u_e.	Phase 5-e_e, ew, ie, aw.	Phase 5-Grow the code: /igh/, /ai/, /oa/, /ee/	Assess and Review Week (stop and secure)
<b>Reading into Writing Stimulus</b>	Who's in my family?	Grandma Bird	The Body Book: Senses	On the Way Home	A Walk in the Woods	The Quiet Little Firework	On Sudden Hill	The Everywhere Bear	Stanley's Stick	The Jolly Christmas Postman			
<b>Shared Reading</b>	And Tango Makes Three	Ruby's Worry	Poems Aloud	Something Else	You're Called What?	The Proudest Blue	Through the eyes of me	The Velveteen Rabbit	Building a Home	I want my hat back	The Most Magnificent Thing	Christmas Poems	

 WILLOW BURN PRIMARY SCHOOL	Y1 Spring												
	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Phonics</b>	Phase 5-y, ea, wh oe/ou	Phase 5-y, ow, g, ph,	Phase 5- ie, al, c, ve	Phase 5-o_e/o/ou, se, se/ce, ey.	Phase 5-Grow the code: /oo/ /yoo/, /ee/, /s/, /z/, /oa/	Assess and Review Week (stop and secure)	Phase 5- or, u, oul, are, Grow the Code: /or/	Phase 5-tch, ture, al, a.	Phase 5-a, schwa in longer words, a, ear, ere.	Phase 5-ear, wr, st, sc, schwa at the end of words.	Grow the Code: /c/, /sh/, /s/, /z/, Phase 5 a and longer words	Assess and Review Week (stop and secure)	
<b>Reading into Writing Stimulus</b>	I love the seasons: Winter EYFS Re-read	My First Book of London	No Such Thing as Nessie	Zog	Grandad's Island	The Queen's Knickers	The King's Hat	Paddington at the Palace	In the Animal Kingdom Series	We're Going on an Easter Egg Hunt EYFS Re-read			
<b>Shared Reading</b>	Can Bears Ski?	Coming to England	Dadji's Paintbrush	Amazing Grace	Island Born	The Paper Bag Princess	That Rabbit Belongs to Emily Brown	Meerkat Mail	Gaspard the Fox	Fanatical about Frogs	Amara and the Bats	The Tale of Peter Rabbit	

 WILLOW BURN PRIMARY SCHOOL	Y1 Summer												
	1	2	3	4	5	6	7	8	9	10	11		
<b>Phonics</b>	Review Phase 5 GPCs for Phonics Screening Check						Grow the Code: /ai/, /ear/ Phase 5 - kn, gn, mb	Phase 5-su, si, dge, y, ge	Phase 5-ti, ssi, si, ci	Grow the Code: /sh/ and review including word endings	Review		
<b>Reading into Writing Stimulus</b>	The Great Balloon Hullabaloo		What am I?		Lost in the Toy Museum		Toys in Space		Preston Park Old Toy Museum Recount		Paper Planes		
<b>Shared Reading</b>	The Boy Who Grew a Tree	What do you see?	A Seed is Sleepy	Rainbows	Can I join your club?	You Can!	Traction Man	Super Silly Museums	Everything Under the Sun	Anna Hibiscus	Poems Aloud		

**The teaching of reading in Year 1 should enable children to:**

<b>Word Reading</b>	Apply phonic knowledge to read words accurately by sounding and blending, including those words containing Phase 5 alternative GPCs or Extended Code from Unit 1-25.
	Decode unfamiliar words using knowledge of suffixes: -s, -es, -ing, -ed, -er and -est.
	Read words with more than one syllable that contain taught phonics code.
	Read Year 1 statutory words, and Phase 5 Tricky Words (LW) or decodable High Frequency Words from Unit 1-25 of the Extended Code.
	Read words with contractions.

**Within age-appropriate texts that they can read themselves:**

<b>Fluency</b>	Read at 90% accuracy.
	Read an increasing number of words 'at a glance'.
	Read at a rate that supports understanding ( <b>55 - 79 WCPM</b> ).
	Re-read words and sentences, showing an increase in accuracy and automaticity.
	Attempt to self-correct when words do not sound right.
	Take note of full stops when reading aloud.
	<b>Within shared texts read by an adult:</b>
	Mirror expression being modelled.

**In order to develop a deep understanding of the texts read with adults, children will need to be able to:**

<b>Comprehension</b>	Show an understanding of what has been read by retelling parts of a familiar story using visual prompts.
	Make simple predictions linked to the plot before reading, and after reading, begin to check predictions against what happened.
	Infer meaning from stories with familiar settings by drawing directly on own personal experiences and lives (connecting text to self).
	Show their own visualisations of simple settings described within familiar texts.



# Reading in Year 2

## Little Wandle

## KNOW IT! Phonics

## Year 2

## GPCs – learn to read and write words containing:

/ai/ a-e ai ay a eigh ea ey aigh  
 /ee/ y ea ee e ie ey e-e

/igh/ igh i-e i y ie

/oa/ ow o o-e oa oe ou

/oo/ /yoo/ oo u u-e ew ue ou ui

/air/ air are ear ere

/ur/ er ur ir or ear

/ow/ ou ow

/or/ or a aw au ore oor al oar our augh our

/zh/ si su

/ch/ ch tch ture

/sh/ sh ti ch ssi ci si

/j/ j g ge dge

/s/ s ss c ce se st sc /u/ ou

/e/ ea

/i/ y

/o/ a

/u/ o o-e

/oo/ u oul

schwa: er a or ar our re

ie /ee/ /igh/

y /ee/ /igh/ /i/

ea /ee/ /e/ /ai/

a /a/ /ai/ /or/

Review Phase  
5  
Au1

## New Learning

## Prior Learning

## Tricky Words – learn to read and begin to write

Review Phase 5  
Au1

people, eye, whole, through, improve, move, prove, shoe, two, who, beautiful, their, parents, thought, sure, once, again, any, many, friend, busy, pretty, because, laugh, friend

## Year 1/2 Statutory Words

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

## Year 2 National Curriculum Programmes of Study

Word Reading	Comprehension
<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <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 accurately by blending the sounds in words that contain the graphemes taught</li> <li>so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting 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 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> </ul>	<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</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 literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</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> </li> <li>understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>

# TEACH IT: LANGUAGE COMPREHENSION

## YEAR 2

As well as ensuring that our early readers are developing proficiency in decoding words through use of phonics and expanding the bank of words they can read with automaticity, we also have a heavy focus on developing their knowledge, understanding and use of language through a literature-rich environment. This involves regular shared and repeated reading of high-quality texts to build vocabulary, develop fluency, and provide opportunities for children to make personal responses to the texts read.

Vocabulary Knowledge	Knowledge of Grammar	Background Knowledge	Rhetorical Devices	Expressive Reading
Children develop knowledge of vocabulary through planned and explicit teaching of new words and their meanings. These are carefully selected from shared texts with a particular focus on Tier 2 words. These words are then practised across a range of different contexts.	Children will develop their knowledge of grammar as they encounter it in stories, information texts and other reading material. The books selected are not only rich in vocabulary but also varied in sentence structures.	Children will read a wide range of texts to develop their knowledge of the world. They will also learn any <b>essential</b> contextual knowledge needed to adequately comprehend individual texts.	Children will learn how techniques and words can be used by author's to make texts more interesting, fun and engaging to read.	Children will learn through listening regularly to adults modelling reading, how understanding and engagement can be increased through use of prosody.

 <b>WAINBURN PRIMARY SCHOOL</b>	Year 2 Shared Reading Structure				
	Monday		Tuesday		Wednesday
	Stay in the Text	Engage with the Text	Engage with the Text	Engage with the Text	Fluency Friday
Use a <b>quality fiction or non-fiction picture book (or a poem)</b> each week. In preparation, practise reading the book aloud and consider your asides, favourite phrases, new tier 2 words and how prosody will be modelled.	<b>Background Build</b> <ul style="list-style-type: none"> <li>Title</li> <li>Author</li> <li>Activate and connect</li> <li>Vocabulary</li> </ul> <b>Read Aloud (Adult)</b> <ul style="list-style-type: none"> <li>No asides - let the text weave its magic</li> </ul> <b>Comprehension Check-up</b> <ul style="list-style-type: none"> <li>Check basic understanding of the text verbally</li> </ul>	<b>Background Build</b> <ul style="list-style-type: none"> <li>Vocabulary</li> </ul> <b>Re-Read Aloud (Adult)</b> <ul style="list-style-type: none"> <li>Have planned asides to show reactions and revisit vocabulary in context</li> </ul> <b>Let's Talk</b> <ul style="list-style-type: none"> <li>Paired/small group discussion linked to the text, promoting active listening</li> </ul>	<b>Background Build</b> <ul style="list-style-type: none"> <li>Vocabulary</li> </ul> <b>Re-Read Aloud (Adult)</b> <ul style="list-style-type: none"> <li>MTYT for favourite phrases in the text</li> </ul> <b>Let's Talk</b> <ul style="list-style-type: none"> <li>Paired/small group discussion linked to the text, promoting active listening</li> </ul>	<b>Background Build</b> <ul style="list-style-type: none"> <li>Vocabulary</li> </ul> <b>Re-Read Aloud (Adult)</b> <ul style="list-style-type: none"> <li>Re-read the story. Pause slightly before the favourite phrases to prompt participation – make sure everyone attends!</li> </ul> <b>Big Question</b> <ul style="list-style-type: none"> <li>Ask probing, open-ended questions which will involve the children having to think hard, consider their own opinion and listen to the opinions of others and provide some reasoning</li> </ul>	<b>Reading for an Audience</b> <ul style="list-style-type: none"> <li>Focus on one part of the text</li> <li>Teacher re-reads section to model fluency</li> <li>Teacher re-reads and children follow along</li> <li>Echo reading (teacher model, children echo)</li> <li>Paired reading, practising using prosody</li> <li><b>Stretch:</b> practise reading another part of text that hasn't been modelled, thinking about where expression goes</li> <li>If appropriate, read to a wider audience (e.g. small group, whole class)</li> </ul>

# Year 2 Reading Approaches

Our approaches to reading in Year 2 prioritise accurate word reading but also speed in decoding through repeated practice and reading fluency groups. We use high quality texts within English, shared reading time and through the wider curriculum to develop children's knowledge of language and their love of reading. We ensure that they have stories read to them daily, progressing to short chapter books within the summer term.

Phonics	Fluency	Shared Reading	Independent Reading
In Year 2, children continue to have daily teaching of synthetic phonics until they have secure Phase 5 code and tricky word knowledge. Once they are secure with Phase 5 and provided that they have passed the Year 1 PSC, the focus shifts to developing reading fluency.	Through our teaching of the Little Wandle scheme, we ensure that children learn to decode but also that they develop fluency in their reading and gain secure understanding of what they have read.  In addition to the daily phonics sessions, children also take part in reading practice sessions which involve group reading of decodable books with adults. These sessions focus on three key reading skills: decoding, prosody and comprehension. They take place three times a week and children have the opportunity to do repeated reading of high quality texts that are matched to their phonic ability. These texts include both fiction and non-fiction genres. In the summer term, all children who are secure with phonics take part in daily phonics into fluency sessions, to replace the main phonics session.	In Year 2, we intertwine shared reading alongside our writing. This is part of our main English lesson and focuses on developing children's language comprehension. They develop their knowledge and skills through: <ul style="list-style-type: none"> <li>➢ exposure to a wide range of high quality texts</li> <li>➢ opportunities to hear repeated and expressive modelled reading of the same text by an adult</li> <li>➢ the teaching of key vocabulary-largely Tier 2</li> <li>➢ discussion and teaching centred around key reading comprehension strategies</li> <li>➢ engaging with and making personal responses to the text read, to support them to identify as a reader, and</li> <li>➢ the teaching of grammar and authorial techniques in context.</li> </ul>	Initially, children in Year 2 continue to take home a decodable book that has been matched to their phonic knowledge. Once children have completed the phonics programme, they move into fluency books. These comprise of non-fiction as well as fiction and include short chapter books. These books are fully decodable in the early stages and then progress to more complex texts.
Intervention			Stay in the Story
Any children who have not passed the Year 1 Phonics Screening Check continue with Rapid-Catch Up intervention sessions, well as daily keep up lessons that follow the structure of the main phonics lesson but are shorter and more focused. In addition, our vulnerable readers are targeted for daily 1:1 reading with an adult.			As in previous year groups, children continue to have daily story time with an adult. As the year progresses so does the complexity and length of the texts so that children experience short chapter books being read to them over a series of weeks. As with KS2, the meaning of some words maybe defined in the moment but otherwise it is about reading larger chunks of text without interruption.

## Reading for Pleasure and Purpose

Our ultimate aim is to enable our children to read for meaning, pleasure and purpose. We do this through providing a literature-rich environment where constant interactions take place between children and adults and by maximising the opportunities children have to listen to, talk about stories and poems. In Year 2, fostering a love of reading for pleasure involves making it an enjoyable and accessible experience. Strategies include creating a positive reading environment, encouraging book choice, providing diverse reading materials, and incorporating interactive and engaging activities. As with our older children, interwoven throughout all of our reading provision is '**book chat**'. In Year 2 **book chat** focuses on simple, engaging questions that encourage participation and enjoyment of the story. **Book Chat Question Examples:** **How would you rate the book? How do you think the character might have felt at the beginning/middle/end? How did you picture the setting to look? If you could change the ending would you and if so how?** Additionally, our wider curriculum provision is enhanced through the use of high quality non-fiction texts that are used as a vehicle to reinforce key vocabulary and knowledge, as well as deepen understanding and interest in books.

## Year 2 English Curriculum Key Texts

	Y2 Autumn																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14				
<b>Phonics</b>	Review Phase 5 GPCs and Tricky Words								Review Phase 5 GPCs and Tricky Words									
<b>Reading into Writing Stimulus</b>	Hermelin-The detective mouse		Everyday materials		Leaf Man <b>EYFS Re-read</b>				Pirate Wanted Poster		Come away from the water, Shirley.			Harvey Slumfenburger's Christmas Present				
<b>Stay in the Story</b>	Children's Choice and or Year 1 re-read 				Traction Man <b>Y1 Re-read</b>		Poems out loud		Pirate Mums			The Lights that Dance in the Night						
	Y2 Spring																	
	1	2	3	4	5	6	7	8	9	10	11	12						
<b>Reading into Writing Stimulus</b>	The Hungry caterpillar's first winter		Bog Baby			Bog Baby		Little Red and the Hungry Lion <b>EYFS Re-read</b>					Toby and The Great Fire of London/ Vlad					
<b>Stay in the Story</b>	 Children's Choice			The First Slodge and other stories by Jeanne Willis				Jack Breaks the Beanstalk		Goldilocks and the Three Crocodiles		The Owl and the Pussy-cat-Poetry						
	Year 2 Summer																	
	1	2	3	4	5	6	7	8	9	10								
<b>Whole Class Shared Reading</b>								Phonics into Fluency										
<b>English Lesson Writing Hooks</b>	Grandad's Secret Giant				Sunflower Shoots and Muddy Boots			Story Path				Hopetown Recount and Fact File linked to text Around the World in 80 Ways						
<b>Stay in the Story</b>	Children's Choice 			The man who wore all his clothes- Allan Ahlberg					Clever Polly and the Stupid Wolf- Catherine Storr			The Twits-Roald Dahl <b>(Y3 Playscript Text)</b>						

## Year 2 Reading Endpoints

### The teaching of reading in Year 2 should enable children to:

Word Reading	Apply phonic knowledge to read words accurately by sounding and blending, including all the taught phonics code.
	Decode unfamiliar words using knowledge of common suffixes: -ful, -ness, -ment, -less, -ly, -y.
	Read words with two or more syllables that contain taught phonics code.
	Read all the Year 1 and most Year 2 statutory words accurately.

### Within age-appropriate texts that they can read themselves:

Fluency	Read at 90% accuracy.
	Read an increasing number of words 'at a glance'.
	Read at a rate that supports understanding <b>(85-109 WCPM)</b> .
	Begin to read in 3 word phrases rather than word by word.
	Reads smoothly without finger pointing.
	Re-read words and sentences showing an increase in accuracy and automaticity.
	Attempt to self-correct when words don't sound right or meaning is unclear.
	Adapt expression in response to different sentence punctuation e.g “ “ ! ? .
	Pause when reading aloud in response to full stops.

### In order to develop a deep understanding of the texts read by themselves and with adults, children will need to be able to:

Comprehension	Show understanding of what they have read by sequencing and summarising the key events in a narrative.
	Make simple predictions linked to plot and characters before and during reading, and then after reading, check predictions against the text.
	Infer meaning from texts through making connections to their own lives, and background knowledge from other linked texts they have read (text-to-self and text-to-text).
	Describe and show their own visualisations of settings and characters based on shared texts.



# Reading in Year 3

## PREFIXES

dis/in/im	not
mis	wrongly/badly
re	again/back
sub	under
inter	between/among
super	above/over/greater
anti	against
auto	self
trans	across/beyond/through

## YEAR 3/4

# KNOW IT!

New Learning Prior Learning

## ROOTS/ROOT WORDS

cent	one hundred
favour	to show liking something
port	to carry
know	to be sure/understand
possess	to own
vary	to change

## SUFFIXES

ion	the act of or condition of
ous	full of, the nature of
al	like/having the quality of
ful	to be full of
ment	the act of/state of

## LINKS TO Y3/4 WORD LIST

### Natural

al - having the quality of  
nature - not made by  
man  
**natural** - having the  
quality of not being  
manmade.

### Famous

fame - known  
ous - the nature of  
**famous** - the nature of  
being known by many.

### Position

posit - to place  
ion - act of  
**position** - the act of  
placing something  
somewhere.

### Disappear

dis - not  
appear - to come into  
sight.  
**disappear** - not to be in  
sight.

### Bicycle

bi - two  
cycle - a sequence that  
follows on.  
**bicycle** - a vehicle with 2  
wheels where one follows  
the other.

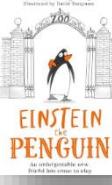
## Year 3 and 4 National Curriculum Programmes of Study

Word Reading	Comprehension
Children should be taught to:	Children should be taught to:
<ul style="list-style-type: none"> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>• apply their growing knowledge of root words, prefixes and suffixes to read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding of what they have read by: <ul style="list-style-type: none"> <li>◦ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or 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 stories, myths, legends, and retelling some orally</li> <li>◦ identifying themes and conventions in a wide range of books</li> <li>◦ preparing poetry and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>◦ discussing words and phrases that capture the reader's interest and imagination</li> <li>◦ recognising some different forms of poetry</li> </ul> </li> <li>• understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>◦ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>◦ asking questions to improve their understanding of a text</li> <li>◦ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>◦ predicting what might happen from details stated and implied</li> <li>◦ identifying the main ideas drawn from more than one paragraph and summarising these</li> <li>◦ identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say.</li> </ul>

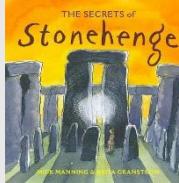
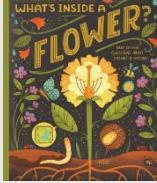
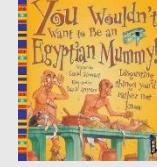
In order for our children to be able to develop the knowledge needed to read increasingly challenging texts, our teaching of English aims to highlight and develop pupil's knowledge of key aspects of literature, information texts and poetry. This is taught through shared reading, teacher explanation, questioning and discussion based on a broad range of progressive books.

Structure	Themes	Perspective	Context	Language/Grammar Choices
Children will learn about the typical features and structures of the texts they read.	Children will learn through discussion about the overarching ideas being explored in texts.	Children will learn that texts are written from different viewpoints. 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person in narrative and different points of view in non-fiction.	Children will be read a range of familiar/less familiar texts. Where texts are unfamiliar, they will be taught background knowledge to support comprehension.	Children will learn how language choices, as well as the complexity and formation of sentence structures, contributes to the author's style.

### In Year 3 children will learn about this through the following narrative texts:

<p><b>The Girl Who Became a Fish:</b></p>  <p><b>Structure:</b> Linear structure with one central character and features of fantasy.</p> <p><b>Themes:</b> Overcoming fears and change, and the importance of family.</p> <p><b>Perspective:</b> third person but focuses on Ita's perspective allowing reader connection.</p> <p><b>Context:</b> relatively familiar-new home, school, friends, rivers, swimming.</p> <p><b>Language and Grammar:</b> Mix of both past and present tense. Use of descriptive, sensory language.</p> <p><b>Fascination, overcome, embrace, transformation, shimmering.</b></p>	<p><b>The Ice Palace:</b></p>  <p><b>Structure:</b> Linear structure with one central character, adventure and quest.</p> <p><b>Themes:</b> Showing resilience in the face of challenge. Good over evil.</p> <p><b>Perspective:</b> third person but focuses on Ivan's perspective allowing reader connection.</p> <p><b>Context:</b> small village setting, cold wintery country, set in the past.</p> <p><b>Language and Grammar:</b> Use of precise vocab, similes and metaphor. Archaic use of grammar within sentences to convey context.</p> <p><b>Avalanche, snowdrift, ploughed, shifted, clutched, ghastly, hypnotic.</b></p>	<p><b>Wildsmith: Into the Dark Forest:</b></p>  <p><b>Structure:</b> Linear structure with classic narrative structure, magic and fantasy features.</p> <p><b>Themes:</b> Respecting and conserving nature.</p> <p><b>Perspective:</b> third person but focuses on Rowan's perspective.</p> <p><b>Context:</b> set against the backdrop of war, seeking refuge, dark forests and magical creatures.</p> <p><b>Language and Grammar:</b> Use of strong verbs and adjectives to create vivid description, as well as simile and metaphor. Use of simple sentence structures.</p> <p><b>Agile, whifflid, determination, predators, recklessness.</b></p>	<p><b>George's Marvellous Medicine:</b></p>  <p><b>Structure:</b> Linear structure with classic narrative structure, humour and fantastical.</p> <p><b>Themes:</b> Power of the imagination, consequences of actions and family relations.</p> <p><b>Perspective:</b> third person but focuses on George's perspective.</p> <p><b>Context:</b> set on a farm but with relatively familiar context. Some fantasy elements.</p> <p><b>Language and Grammar:</b> Use of playful and inventive language e.g. onomatopoeia and alliteration. Lots of exaggeration used to create humour.</p> <p><b>Concoction, splendid, frenzied, solemn, absurd, gruesome, bewitch.</b></p>	<p><b>Einstein the Penguin</b></p>  <p><b>Structure:</b> Linear structure with problem-solving, adventure and mystery.</p> <p><b>Themes:</b> Kindness, welcoming new people and the complexities of right and wrong.</p> <p><b>Perspective:</b> third person but focuses on Imogen and Arthur's perspective.</p> <p><b>Context:</b> London zoo and a familiar family and family home. Detective adventure.</p> <p><b>Language and Grammar:</b> Humour created through use of language and character speech. Simple, clear sentence structures.</p> <p><b>Venture, precise, declare, preoccupied, squabbling, amiss, reluctant.</b></p>
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Structure	Themes	Perspective	Context	Language/Grammar Choices
Children will learn about the typical features and structures of the texts they read.	Children will learn through discussion about the overarching ideas being explored in texts.	Children will learn that texts are written from different viewpoints. 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person in narrative and different points of view in non-fiction.	Children will be read a range of familiar/less familiar texts. Where texts are unfamiliar, they will be taught background knowledge to support comprehension.	Children will learn how language choices, as well as the complexity and formation of sentence structures, contributes to the author's style.

In Year 3 children will learn about this through the following non-fiction texts:				
<p><b>The Secrets of Stonehenge</b></p>  <p><b>Structure:</b> combines use of information, images, questions and captions. Glossary and timelines.</p> <p><b>Themes:</b> Explores facts and theories linked to the mysteries of Stonehenge and why it was built.</p> <p><b>Perspective:</b> present different perspectives to on Stonehenge to encourage critical thinking.</p> <p><b>Context:</b> history and construction of Stonehenge-Stone Age Britain.</p> <p><b>Language and Grammar:</b> Use of questions to support reader inquiry. Engaging and lively writing style.</p> <p><b>Neolithic, ritualistic, druids, antiquary, enclosure, alignment, solar.</b></p>	<p><b>Forces are Fantastic</b></p>  <p><b>Structure:</b> separated into sections to explore aspects of forces. Includes headings/subheadings, labelled diagrams and a range of visual aids.</p> <p><b>Themes:</b> Presents engaging and surprising elements to appeal to audience.</p> <p><b>Perspective:</b> presented through the character of Science Girl.</p> <p><b>Context:</b> forces and physics</p> <p><b>Language and Grammar:</b> Use of rhetorical questions to connect with reader. Mix of both formal and informal writing features.</p> <p><b>Phenomenal, fundamental, process, universe, affect, impact, attraction.</b></p>	<p><b>What's Inside a Flower?</b></p>  <p><b>Structure:</b> Use of questions and pictures to guide and organise. Full of detailed illustrations as well as labelled diagrams. Includes a conclusion.</p> <p><b>Themes:</b> Importance of investigating and appreciating the natural world.</p> <p><b>Perspective:</b> presents the author's view on the importance of plants.</p> <p><b>Context:</b> Flowers and nature.</p> <p><b>Language and Grammar:</b> Use of comparison to aid understanding. Use the dialogue of characters to deepen explanations. Use of diagrams detailed with just a few words for further explanation. Use of questions to engage the reader.</p> <p><b>Bloom, pollinators, countless, germinates, sprouts, nectar.</b></p>	<p><b>You wouldn't want to be an Egyptian mummy</b></p>  <p><b>Structure:</b> Includes contents, glossary and index. Use of fictional characters as well as factual information. Handy hints and use of informative captions.</p> <p><b>Themes:</b> Ancient Egyptian beliefs on and approaches to the Afterlife.</p> <p><b>Perspective:</b> 1<sup>st</sup> person narrative. Presents a light-hearted perspective on the mummification process. Asks the reader to imagine they were the mummy.</p> <p><b>Context:</b> inside an Egyptian tomb</p> <p><b>Language and Grammar:</b> Use of vivid description. Repeated use of possessive pronoun 'your' to increase reader experience. Lots of conjunctions used to extend sentences beyond one clause. Imperative verbs give an instructional tone.</p> <p><b>Preserved, elaborate, preparations, embalmed, organs, internal, instruments.</b></p>	

# Year 3 Reading Approaches

Our approaches to reading in Year 3 prioritise accurate and automatic word reading through direct fluency instruction, provide children with the knowledge and strategies they need for comprehension, ensure that pupils read a lot and are supported by a carefully chosen, wide range of key texts and develop a positive reader identity.

Fluency Instruction	Whole Class Reading	Independent Reading	Stay in the Story
<p>In Year 3, as well as developing reading fluency through whole class and independent reading, we ensure that fluent reading is prioritised through regular blocks of 'Fluency Blast'</p> <p><b>Fluency Blast Principles</b></p> <ul style="list-style-type: none"> <li>Delivered to the whole class for anyone who is no longer accessing the phonics programme.</li> <li>Involves repeated reading of the same short wider curriculum text over a series of sessions.</li> <li>Incorporates pre-teaching of vocabulary, key background knowledge, as well as activating prior knowledge.</li> <li>Provides opportunities for modelled, choral, echo and performance reading.</li> </ul>	<p>As with the rest of KS2, our whole class reading sequence involves opportunities for the modelling and development of key comprehension strategies, rich discussion including BIG question debate, the reading of whole novels and vocabulary and background knowledge building.</p> <p><b>Year 3 Whole Class Reading</b></p> <ul style="list-style-type: none"> <li>Gradually introduces longer texts as the year progresses.</li> <li>Has a greater allocation of time to teach and practise fluency.</li> <li>Involves more oral comprehension than written.</li> <li>Develops children's speaking and listening skills through taking on different roles as part of the BIG question.</li> </ul>	<p>In Year 3 we want our children to be able to choose from as wider range of books as possible, when it comes to their own independent reading time. However, we also want to ensure that they continue to progress with their reading and in turn are motivated to choose to read as often as possible. Therefore, our books are organised by genre but within an age range that is appropriate.</p> <p>At this stage in Year 3 children will:</p> <ul style="list-style-type: none"> <li>Continue to access scheme books, if this is deemed as more beneficial.</li> <li>Have their reading choices closely monitored by adults.</li> <li>Be encouraged to read comics, poems, non-fiction texts as well as narratives.</li> </ul>	<p>As with the rest of KS2, Year 3 children participate in regular 'stay in the story' sessions which involve interrupted reading of the text by the teacher. The meaning of some words maybe defined in the moment but otherwise it is about reading larger chunks of text. The text is often the whole class read, as this presents the opportunity to re-read extracts of text but can also comprise of children's/teacher's choice, poetry or picture books.</p>

## Intervention

- Children who are still accessing phonics will continue to have tailored 'catch up' sessions as a priority, and regular 1:1 reading.
- For children who are judged to be secure decoders but are not yet automatic word readers, further reading fluency practice will be delivered through the trust fluency blast intervention programme. This is delivered by trained adults to small groups.

## Reading for Pleasure and Purpose

Our ultimate aim is to enable our children to read for pleasure and purpose. Throughout our reading provision we provide multiple opportunities for children to make personal responses to the texts they read. We strive to develop a love of reading through daily '**Stay in the Story**' sessions and regular book chat discussion time. **Book Chat** is a weekly opportunity for children to develop their own positive reader identity through reflecting on what they have read, what they are reading or the type of reader they are and discussing this with others.

**Book Chat Question Examples:** Have you read any other books like this? Which character interested you the most? What will you tell your friends about this book? How is this book the same or different to the types of books you usually choose? Where did the story happen? Was there anything that puzzled you?

In addition, we encourage reading across all of our wider curriculum subjects so that children have the opportunity to read to learn through quality and relevant non-fiction texts.

## Year 3 English Curriculum Key Texts

	Y3 Autumn																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14							
<b>Whole Class Reading Lesson Focus</b>		Fluency Blast <b>Non-Fiction</b>			The Girl Who Became a Fish <b>Different Culture</b>		The Ice Palace Adventure				Let's Celebrate Poetry		Secrets of Stonehenge Non-Fiction								
<b>Reading into Writing Stimulus</b>	Dear Teacher Letters		GOTCHA! Characters		Big Book of the UK Fact Files		How to Wash a Woolly Mammoth Instructions		Stone Age Boy Story Chapter			The Frost Goblin Imagined Recount									
<b>Stay in the Story</b>	Children's Choice and or Year 2 re-read				The Girl Who Became a Fish <b>Different Culture</b>		The Ice Palace Adventure				Read and recite a range of poetry from Year 3 Poetry Spine										
	Y3 Spring																				
	1	2	3	4	5	6	7	8	9	10	11	12									
<b>Whole Class Reading Lesson Focus</b>		Fluency Blast <b>Non-Fiction</b>			Wildsmith – Into the Dark Forest <b>Fairytales Adventure</b>		Forces are Fantastic <b>Non-Fiction</b>	George's Marvellous Medicine <b>Classic Funny</b>				The Twits Playscript Y2 Read story									
<b>Reading into Writing Stimulus</b>	Who Ate the Pie? <b>Poetry</b>		I Need my Monster Story Episode and Fact File				Cliffhanger Recount and Persuasive Poster				Awesome Engineering Activities Instructions										
<b>Stay in the Story</b>		Children's Choice			Wildsmith: Into the Dark Forest <b>Fairytales Adventure</b>		George's Marvellous Medicine <b>Classic Funny</b>				Read and recite a range of poetry from Y3 Spine.										
	Y3 Summer																				
	1	2	3	4	5	6	7	8	9	10											
<b>Whole Class Reading Lesson Focus</b>		Fluency <b>Non-Fiction</b>		What's inside a flower? <b>Non-Fiction</b>	Stars with Flaming Tails <b>Poetry</b>	Einstein the Penguin <b>Modern Adventure</b>				The Sound Collector Poetry		You wouldn't want to be an Egyptian Mummy Non-Fiction									
<b>English Lesson Writing Hooks</b>	Unfolding Journeys: Rocky Mountain Explorer <b>Familiar Setting Narrative</b>					Tell Me A Dragon <b>Character Description and Short Story</b>					You wouldn't want to be an Egyptian Mummy Instructions										
<b>Stay in the Story</b>		Children's Choice			Einstein the Penguin <b>Modern Adventure</b>				Read and recite a range of poetry from Year 3 Poetry Spine												

## Year 3 Example Whole Class Narrative Reading Sequence

### **Einstein the Penguin: 4 week reading unit**

**Pre-reading short session:** **Book Introduction-Oral** What does the title and cover suggest? Where might the story take place? What type of story could this be? Think of one question to ask the author now. **Activating and Connecting-Oral** This book is a bit like Paddington in many ways. Have you ever seen the Paddington film or read any of the books? As we are reading the book, see if you can spot any links.

Session 1-opening to chapter 1	Session 2-based on chapter 2	Session 3- based on chapter 3	Session 4-based on chapter 4	Session 5-Sections of chapter 5
<p><b>Fluency Focus</b> <b>Activating and Connecting-Oral</b> What do we already know about zoos? Have you read any other books about zoos? <b>Background Building-Oral</b> <b>What won't we know that could be useful to us before start?</b> What is an advertisement? What does a radio with a dial look like? <b>What words in the text could be challenging and what do they mean?</b> Venture, precise, triumphantly, declare. <b>Fluency Instruction</b> I read, you follow in pairs. I read again, you track individually. You scan and spot key vocabulary, I remind you about meaning. We do choral reading activities, We do, then you do echo reading, in 2s/3s.</p>	<p><b>Comprehension Focus</b> <b>SUM IT UP!</b> Which animals did the family actually go and see at the zoo and in what order? <b>Background Building-Oral</b> <b>What won't we know that could be useful to us before start?</b> Who was Albert Einstein? What does condensation look like on windows? What is lasagne? <b>What words in the text could be challenging and what do they mean?</b> Squabbling, tinge, reluctantly, preoccupied. <b>Teacher Spotlight</b> Model clarifying 'I think this means...' Model predicting 'Everything seems very normal but... <b>Let's Talk</b> Read the clues again. What do you think could happen next? What else suggests that the penguin is here to stay? Discuss then make a list.</p>	<p><b>Comprehension Focus</b> <b>Background Building-Oral</b> <b>What won't we know that could be useful to us before start?</b> Where is Australia and where is Antarctica? <b>What words in the text could be challenging and what do they mean?</b> Resignedly, scoffed, assent. <b>Teacher Spotlight</b> Model fluent reading Model making inferences about the character of Einstein 'I read this... I already know this.. so I think this...'  <b>Let's Talk</b> Re-read these sections of the text again with a partner and discuss what you learn about Einstein-oral <b>Comprehension Check Up</b> What have you learnt about Einstein up to now? Written-list sentence using a stem is needed.</p>	<p><b>Comprehension Focus</b> <b>SUM IT UP!-Oral</b> What are the most important events in chapter 4 so far? <b>Somebody, wanted, but, so.</b> <b>Background Building-Oral</b> <b>What words in the text could be challenging and what do they mean?</b> Transferred, sternly, menacingly, amiss. <b>Teacher Spotlight</b> Model fluent reading Model making predictions whilst reading 'After reading this again, I now think that...'  <b>Let's Talk</b> Children discuss responses to the two different questions below. Text question: What might happen next? <b>BIG Question</b> In groups, taking on talk roles discuss and debate: Reader question: <b>What would you like to happen next? Why?</b> Share feedback following discussion time.</p>	<p><b>Performance Reading</b> <b>Teacher Spotlight</b> Model fluent reading of an extract of Chapter 5 that contains a lot of dialogue. (Ensure that this chapter has already been read as part of 'Stay in the Story' time. <b>Reader's Theatre</b> I model a section using prosody and you echo read it back. I allocate a different section of the text to each group. You read the text closely as a group. You text mark the section, discussing where you will raise the volume of your voice, speed up or slow down, use particular expression etc. You rehearse as a group using the agreed prosody. You perform and we evaluate.</p>

**The teaching of reading in Year 3 should enable children to:**

<b>Word Reading</b>	Decode unfamiliar words by saying sounds to read syllables and saying syllables to read words.
	Decode unfamiliar words using knowledge of prefixes, roots and suffixes.
	Read Year 2 and some Year 3/4 statutory words with automaticity.
<b>Within age-appropriate texts that they can read themselves:</b>	
<b>Fluency</b>	Read at 90% accuracy.
	Read an increasing number of words 'at a glance'.
	Read at a rate that supports understanding ( <b>100-124 WCPM</b> ).
	Read in three word phrases rather than word by word.
	Use punctuation as a guide of when to pause.
	Self-correct to improve accuracy of reading.
	Read with expression such as varying volume and intonation.
<b>In order to develop a deep understanding of the texts read by themselves and with adults, children will need to be able to:</b>	
<b>Comprehension</b>	Summarise some of the main events/information from a text.
	Respond to and pose a range of questions, in order to understand or clarify the content of what they are reading.
	Infer meaning from texts through making connections to own lives, other texts and their knowledge and understanding of the world.
	Draw on their knowledge of language and vocabulary used in different contexts to demonstrate further understanding.
	Have knowledge of the structure of both fiction and non-fiction texts, using this to support overall understanding.
	Develop mental representations based on connecting prior knowledge of vocabulary and the world around them, with information from the text.



# Reading in Year 4

# YEAR 3/4

# KNOW IT!

New Learning Prior Learning

**dis/in/im**

not

**mis**

wrongly/badly

**re**

again/back

**sub**

under

**inter**

between/among

**super**

above/over/greater

**anti**

against

**auto**

self

**trans**

across/beyond/through

## SUFFIXES

**ion**

the act of or condition of

**ous**

full of, the nature of

**al**

like/having the quality of

**ful**

**to be full of**

**ment**

**the act of/state of**

**cent**

one hundred

**favour**

to show liking something

**port**

to carry

**know**

to be sure/understand

**possess**

to own

**vary**

to change

## LINKS TO Y3/4 WORD LIST

**Natural**

al - having the quality of  
nature - not made by  
man

**natural** - having the  
quality of not being  
manmade.

**Famous**

fame - known  
ous - the nature of  
**famous** - the nature of  
being known by many.

**Position**

posit - to place  
ion - act of  
**position** - the act of  
placing something  
somewhere.

**Disappear**

dis - not  
appear - to come into  
sight.  
**disappear** - not to be in  
sight.

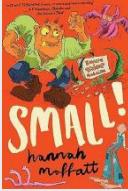
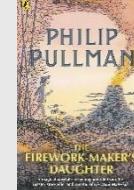
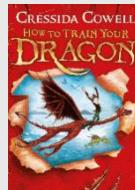
**Bicycle**

bi - two  
cycle - a sequence that  
follows on.  
**bicycle** - a vehicle with 2  
wheels where one follows  
the other.

For our children to be able to develop the knowledge needed to read increasingly challenging texts, our teaching of English aims to highlight and develop pupil's knowledge of key aspects of literature, information texts and poetry. This is taught through shared reading, teacher explanation, questioning and discussion based on a broad range of progressive books.

Structure	Themes	Perspective	Context	Language/Grammar Choices
Children will learn about the typical features and structures of the texts they read.	Children will learn through discussion about the overarching ideas being explored in texts.	Children will learn that texts are written from different viewpoints. 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person in narrative and different points of view in non-fiction.	Children will be read a range of familiar/less familiar texts. Where texts are unfamiliar, they will be taught background knowledge to support comprehension.	Children will learn how language choices, as well as the complexity and formation of sentence structures, contributes to the author's style.

**In Year 4 children will learn about this through the following narrative texts:**

<b>Small:</b> 	<b>Queen of Darkness:</b> 	<b>The Wonderful Wizard of Oz:</b> 	<b>The Firework Maker's Daughter</b> 	<b>How to Train Your Dragon</b> 
<b>Structure:</b> Classic linear plot structure centred around one character. <b>Themes:</b> Friendship and self-acceptance. <b>Perspective:</b> First person narrative from the perspective of Harvey Small. <b>Context:</b> relatively familiar school setting albeit an unusual school. <b>Language and Grammar:</b> humour created through use of language and dialogue. Use of shorter sentence structures throughout to create different effects.  <b>Gawking, menacingly, humiliating, gawped, despair, blurted, eager.</b>	<b>Structure:</b> Linear narrative structure however, encounters certain detail across parallel worlds. Some use of flashback. <b>Themes:</b> vengeance, courage and kindness. <b>Perspective:</b> told in the third person from the perspective of Rhian, a young girl taken in by Boudicca. <b>Context:</b> the historical events of Boudicca's revolt against the Romans. <b>Language and Grammar:</b> Imagery created through use of powerful, figurative language. Tension and suspense created through varying sentence structure.  <b>Halted, surging, quivering, coarse, dispute, apparently.</b>	<b>Structure:</b> largely typical of classic story structure but follows a circular narrative. <b>Themes:</b> several key themes: self-discovery, friendship and courage, the contrast between reality and fantasy. <b>Perspective:</b> third person perspective told from an outside voice. <b>Context:</b> fairy tale context with an American setting around 1900s. <b>Language and Grammar:</b> Figurative language used to create a magical atmosphere. Vivid description as well as made up language provide fantastical elements.  <b>Guant, dismal, tedious, mishap, hasten, vex, resolve, dismay.</b>	<b>Structure:</b> includes a main plot as well as two sub-plots and a non-linear time sequence. <b>Themes:</b> explores several key themes such as courage and determination (shown by the main character Lila) and tradition vs change. <b>Perspective:</b> third person perspective told from an outside voice. <b>Context:</b> Mythical Asian-inspired context with a sense of cultural heritage. <b>Language and Grammar:</b> A lot of vivid description and imagery is used within the text as well as dialogue to drive the narrative. A slightly formal but playful tone to the narration. <b>Explosion, fuse, enchanted, supernatural.</b>	<b>Structure:</b> first half of the story is repeated in reverse order within the second part so that the whole story begins and ends in the same way. <b>Themes:</b> Courage and determination but also humans vs nature. Challenges stereotypes. <b>Perspective:</b> First person narrative from the perspective of Hiccup. <b>Context:</b> Fictional Viking world where strength and bravery are highly valued. <b>Language and Grammar:</b> Informal humorous style through use of colloquialisms. Longer sentences used for dramatic effect. Dialogue throughout. <b>Swoop, scramble, pathetic, frustration.</b>

In Year 4 children will learn about this through the following non-fiction texts:

Roman Soldiers	Where on Earth? Rainforests.	Amazing Asia	The Ancient Olympic Games
<p><b>Structure:</b> organised into short, themed sections with each section based around answering a specific question. Includes headings, subheadings, fact boxes and visual illustrations and diagrams as well as maps.</p> <p><b>Themes:</b> based around key ideas and concepts linked to the Roman Army.</p> <p><b>Perspective:</b> third person informative perspective explaining historical details-commonly used in children's non-fiction.</p> <p><b>Context:</b> historical context based around the Roman army, which was central to the success and expansion of the Roman Empire.</p> <p><b>Language and Grammar:</b> Use of questions and answers to spark the reader's curiosity. Often addresses the reader directly. <i>Did you know...?</i> Use of an informal conversational tone to make it easy to follow and understand.</p> <p><b>Legion, siege, conquest, rations, barracks, frontier, tunic, latrine.</b></p>	<p><b>Structure:</b> organised into double-page spreads with each spread focusing on a specific question linked to the topic. Use of headings and sub-headings for navigation, fact boxes, short paragraphs and <i>Did you know?</i> Sections. Also features maps showing global rainforest locations and diagrams of rainforest layers.</p> <p><b>Themes:</b> explores a range of themes linked to the rainforest: biodiversity and ecosystems, climate and environment and human impact and conservation.</p> <p><b>Perspective:</b> third person informative perspective.</p> <p><b>Context:</b> rainforests as vital ecosystems.</p> <p><b>Language and Grammar:</b> simple and informative sentence structures. Direct addresses to the reader through use of questions. Uses vivid adjectives to describe the rainforest as well as use of technical vocabulary.</p> <p><b>Ecosystem, species, biodiversity, canopy, endangered, logging, sustainable.</b></p>	<p><b>Structure:</b> clearly organised structure which includes an introduction and then sections about each region. Includes illustrations, maps, facts and timelines, as well as captions for quick reading. Information often presented using bullet points or boxed sections.</p> <p><b>Themes:</b> Explores big ideas and concepts such as diversity and culture, history and heritage and global influence.</p> <p><b>Perspective:</b> third person informative perspective.</p> <p><b>Context:</b> Historical and cultural context.</p> <p><b>Language and Grammar:</b> Use of technical and cultural vocabulary followed by definitions or glossaries for clarity. Use of questions and prompts, <i>Explore Asia's wonders</i>, to engage readers. Use of rich adjectives to support visual language.</p> <p><b>Tundra, monsoon, dynasty, heritage, megacity, cuisine, customs, beliefs.</b></p>	<p><b>Structure:</b> Organised into thematic chapters, each exploring aspects of the ancient Olympics. Mixture of narrative, as well as factual content. Use of bright and bold illustrations, sidebars with extra facts, maps and diagrams of events.</p> <p><b>Themes:</b> Main themes revolve around sports and competition; history and culture and perseverance and training.</p> <p><b>Perspective:</b> third person informative perspective.</p> <p><b>Context:</b> the historical and cultural setting of the ancient Olympic games.</p> <p><b>Language and Grammar:</b> Use of both past and present tense. Past for historical facts and present for general truths. Largely uses short, declarative sentence structures. Vivid adjectives as well as questions and imperatives to encourage imagination.</p> <p><b>Spectator, Pentathlon, truce, legacy, dedication, sacrifice, influence, unity.</b></p>

# Year 4 Reading Approaches

Our approaches to reading in Year 4 prioritise accurate, automatic and expressive word reading through direct fluency instruction, provide children with the knowledge and strategies they need for comprehension, ensure that pupils read a lot and are supported by a carefully chosen, wide range of key texts and develop a positive reader identity.

Fluency Instruction	Whole Class Reading	Independent Reading	Stay in the Story
<p>In Year 4, as well as developing reading fluency through whole class and independent reading, we ensure that fluent reading is prioritised through regular blocks of 'Fluency Blast'</p> <p><b>Fluency Blast Principles</b></p> <ul style="list-style-type: none"> <li>Delivered to the whole class for anyone who is no longer accessing the phonics programme.</li> <li>Involves repeated reading of the same short wider curriculum text over a series of sessions.</li> <li>Incorporates pre-teaching of vocabulary, key background knowledge, as well as activating prior knowledge.</li> <li>Provides opportunities for modelled, choral, echo and performance reading.</li> </ul>	<p>As with the rest of KS2, our whole class reading sequence involves opportunities for the modelling and development of key comprehension strategies, rich discussion including BIG question debate, the reading of whole novels and vocabulary and background knowledge building</p> <p><b>Year 4 Whole Class Reading</b></p> <ul style="list-style-type: none"> <li>Gradually introduces longer texts, with more unfamiliar settings and structures, as the year progresses</li> <li>Has a greater allocation of time to teach and practise fluency.</li> <li>Involves more oral comprehension than written.</li> <li>Develops children's speaking and listening skills through taking on different roles, as part of the BIG question.</li> </ul>	<p>In Year 4 we want our children to be able to choose from as wider range of books as possible, when it comes to their own independent reading time. However, we also want to ensure that they continue to progress with their reading and in turn are motivated to choose to read as often as possible. Therefore, our books are organised by genre but within an age range that is appropriate. At this stage in Year 4 children will:</p> <ul style="list-style-type: none"> <li>Continue to access scheme books if this is deemed as more beneficial.</li> <li>Have their reading choices closely monitored by adults.</li> <li>Be encouraged to read comics, poems, non-fiction texts as well as narratives.</li> </ul>	<p>As with the rest of KS2, Year 4 children participate in regular 'stay in the story' sessions which involve interrupted reading of the text by the teacher. The meaning of some words maybe defined in the moment but otherwise it is about reading larger chunks of text. The text is often the whole class read, as this presents the opportunity to re-read extracts of text but can also comprise of children's/teacher's choice, poetry or picture books.</p>
<b>Intervention</b>			
<ul style="list-style-type: none"> <li>Children who are still accessing phonics will continue to have tailored 'catch up' sessions as a priority.</li> <li>For children who are judged to be secure decoders but are not yet automatic word readers, further reading fluency practice will be delivered through the trust fluency blast intervention programme. This is delivered by trained adults to small groups.</li> </ul>			

## **Reading for Pleasure and Purpose**

Our ultimate aim is to enable our children to read for pleasure and purpose. Throughout our reading provision we provide multiple opportunities for children to make personal responses to the texts they read. We strive to develop a love of reading through regular '**Stay in the Story**' sessions and '**Book Chat**' discussion time. **Book Chat** is a weekly opportunity for children to develop their own positive reader identity through reflecting on what they have read, what they are reading or the type of reader they are, and discussing this with others.

**Book Chat Question Examples:** When you first saw the book, even before you read it, what kind of book did you think it was going to be? Was there anything that took you completely by surprise? Was there any parts you disliked? Did you skip any? Has anything that happened in this book ever happened to you? Which parts of the book have stayed in your mind the most? What can you still visualise? Would you like to read it again?

In addition, we encourage reading across all of our wider curriculum subjects so that children have the opportunity to read to learn through quality and relevant non-fiction texts.

## Year 4 English Curriculum Key Texts

 BURN PRIMARY SCHOOL	Y4 Autumn																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14				
<b>Whole Class Reading Lesson Focus</b>	 Fluency Blast <b>Non-Fiction</b>	Fluency Blast <b>Non-Fiction</b>				Small <b>Modern Funny</b>			Roman Soldiers <b>Non-Fiction</b>	Queen of Darkness <b>Historical Context</b>				Twas the night before Christmas Poetry				
<b>Reading into Writing Stimulus</b>	After the Fall <b>Letters</b>	Hamsterley Forest <b>Recount</b>	Amazon Adventure <b>Persuasive Travel Blog</b>			Escape from Pompeii <b>Diary Recounts and Newspaper Article</b>				The Christmas Eve Tree <b>Setting Description</b>								
<b>Stay in the Story</b>	Children's Choice and or Year 3 re-read  			Small <b>Modern Funny</b>				Queen of Darkness <b>Historical Context</b>				Read and recite poetry from Year 4 Poetry Spine						
Y4 Spring																		
 BURN PRIMARY SCHOOL	1	2	3	4	5	6	7	8	9	10	11	12						
	 Fluency Blast <b>Non-Fiction</b>	The Wonderful Wizard of Oz <b>Classic Fantasy</b>				Wizard of Oz <b>Playscript</b>	Amazing Asia <b>Non-Fiction</b>	The Firework Maker's Daughter <b>Different Culture</b>										
<b>Reading into Writing Stimulus</b>	New Year Poetry <b>Poetry</b>		The Misadventures of Frederick <b>Dialogue</b>		The Wish Granter <b>Persuasive Letter</b>		The Impossibly Possible Bookshop <b>Story Writing</b>				Recipes Instructions							
<b>Stay in the Story</b>	 Children's Choice	The Wonderful Wizard of Oz <b>Classic Fantasy</b>				Journey to Jo'burg <b>Different Culture</b>				Read and recite a range of poetry from Y4 Spine.								
Y4 Summer																		
 BURN PRIMARY SCHOOL	1	2	3	4	5	6	7	8	9	10								
	 Fluency Blast <b>Non-Fiction</b>	The Rainmaker Danced <b>Poetry</b>	How to Train Your Dragon <b>Modern Fantasy</b>								The Ancient Olympic Games <b>Non-Fiction</b>							
<b>English Lesson Writing Hooks</b>	The Lost Happy Endings <b>Story Writing</b>			How to Escape a Giant <b>Procedure</b>			Rhythm of the Rain <b>Setting Description</b>			Leo and the Gorgon's Curse <b>Fact File and Diary Recount</b>								
<b>Stay in the Story</b>	 Children's Choice	How to Train Your Dragon <b>Modern Fantasy</b>								Read and recite a range of poetry from Year 4 Poetry Spine								

## Year 4 Example Whole Class Narrative Reading Sequence

### Small: 4 week reading unit

**Pre-reading short session:** Book Introduction-Oral Has anyone read any other books by this author? **Activating and Connecting-Oral** What do you already know about giants and ogres? Why might SMALL be an unusual title for this book? Why could it have been called this?

Session 1-opening to chapter 1	Session 2-based on chapter 2	Session 3- based on chapter 3	Session 4-based on chapter 5	Session 5-Chapters 3-5
<p><b>Fluency Focus</b> <b>Activating and Connecting-Oral</b> Where have you heard, read about or seen giants before? <b>Background Building-Oral</b> <b>What won't we know that could be useful to us before start?</b> What does a muddy swamp look like? What does boggy mean? What are stilts?</p> <p><b>What words in the text could be challenging and what do they mean?</b> Faded, eager, sludge-brown, beamed.</p> <p><b>Fluency Instruction</b> I read, you follow in pairs. I read again, you track individually. You scan and spot key vocabulary, I remind you about meaning. We do choral reading activities, We do, then you do echo reading, in 2s/3s.</p>	<p><b>Comprehension Focus</b> <b>Activating and Connecting</b> What is the weirdest gift you have ever received? What made it weird and how did you react? <b>Background Building-Oral</b> <b>What words in the text could be challenging and what do they mean?</b> Blurted, hinges, clomp, prodding. <b>Teacher Spotlight</b> Explain and model how we make inferences by taking a clue from the text, adding in our own knowledge/experiences and then making a suggestion. Use sentence stems: <b>I have spotted...I know that...This tells me...</b></p> <p>Model clarifying strategies, again using sentence stems and think alouds: <b>I think by Smalls, the giant mean humans.</b></p> <p><b>Let's Talk</b> Discuss the question and then attempt a <b>written response</b> using sentence stems. Why do you think that Harvey might have given the wrong answer to the sum?</p>	<p><b>Comprehension Focus</b> <b>SUM IT UP</b> Model the somebody, wanted, but, so strategy asking the children to input. <b>Somebody:</b> Harvey's mum <b>Wanted:</b> to get Harvey into the gifted school for giants. <b>But:</b> Harvey isn't a giant <b>So:</b> she bought him stilts and pretended that he was.</p> <p><b>Activating and Connecting</b> What school rules can you think of yourself? <b>Background Building</b> <b>Vocabulary:</b> Remains, worry wart, gawped, despair. What is a marsh? What is algae? What does a dorm room look like?</p> <p><b>Teacher Spotlight</b> Model clarifying by re-reading key sections of Chapter 3 alongside the map to clarify the route the Harvey and his mum took.</p> <p><b>Let's Talk</b> Look at the rules again and clarify something you have misunderstood. Ask questions to help you to do this.</p>	<p><b>Comprehension Focus</b> <b>Activating and Connecting</b> What do we already know about castles? What castles have you seen or learnt about? <b>Background Building-Oral</b> <b>Vocabulary:</b> gawking, menacingly, hilarious, humiliating. What is moss? What are spectacles? What does a wooden club look like? <b>Teacher Spotlight</b> Discuss and model visualising as a skilled reader strategy. Read key section about the castle and explain what you are picturing in your head as you are adding information from the text.</p> <p><b>Let's Talk</b> Continue to read other key extracts about the castle and ask the children to picture and discuss what they imagine.</p> <p><b>BIG Question-15 minutes</b> In groups, taking on talk roles discuss and debate: Reader question: If <b>you</b> had to persuade someone to spend the night here what would <b>you</b> say? Share feedback following discussion time.</p>	<p><b>Comprehension Focus</b> <b>Comprehension Check Up</b> <b>Teacher Spotlight:</b> I do modelling <b>I do:</b> Why might the giant school be so far away from the Small cities? Explain to the children that the answer won't be directly in the text and that we need to use infer the answer. Remind them of the strategy we use for inference. Clues from the text + own knowledge=a suggestion. Model this on a flipchart using think alouds.</p> <p>It says in the text that giants don't like smalls. I know that if you don't like someone or something then you distance yourself from them. It could be that the giants built the school far away because they didn't like Smalls and wanted to distance themselves from them.</p> <p><b>We do:</b> Why might Harvey's stomach have flipped when Mr Ogg say the word home? Discuss this and then give the children sentence stems to complete a written response. <b>You do:</b> Why do you think that Harvey faints?</p>

**The teaching of reading in Year 4 should enable children to:**

Word Reading	Decode unfamiliar words, choosing an appropriate strategy e.g. by identifying larger units such as syllables or using knowledge of prefixes, roots and suffixes.  Read Year 3/4 statutory words with accuracy and automaticity.
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**Within age-appropriate texts that they can read themselves:**

Fluency	Read at 90% accuracy.
	Read at a rate that supports understanding <b>(115-139 WCPM)</b> .
	Read in meaningful phrases rather than word by word.
	Use punctuation as a guide of when to pause, including where commas create phrasing within sentences.
	Self-correct to improve accuracy of reading and overall understanding.
	Read with expression, including varying volume and intonation, that reflects the meaning of the text.

**In order to develop a deep understanding of the texts read by themselves and with adults, children will need to be able to:**

Comprehension	Summarise main events/information from a text.
	Respond to and pose a range of questions before, during and after reading, in order to clarify and comprehend what is being read.
	Infer meaning from texts through making connections to own lives, other texts and their knowledge and understanding of the world.
	Draw on their knowledge of a wide range of language and vocabulary, used in different contexts to make further inferences linked to the text.
	Have knowledge of the structure of a range of fiction and non-fiction texts, using this to support overall understanding.
	Develop mental representations based on connecting prior knowledge of vocabulary, and the world around them, with information from the text.



# Reading in Year 5

## PREFIXES

bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

# YEAR 5/6 KNOW IT!

## ROOTS/ROOT WORDS

dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
vary	to change

New Learning

Prior Learning

## SUFFIXES

ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does

Y3/4

Please refer to Y3/4 'Know It' for prior learning.

## available

avail-of use  
able-able to  
**available**-able to be of use

## existence

exist-to live  
**existence**-the quality of living

## aggressive

aggress-to attack  
ive-nature of  
**aggressive**-an attacking nature

## photograph

photo-using light  
graph-to write  
**photograph**-to write with light

## microscope

micro-small  
scope-range  
**microscope**-an instrument to view a small range.

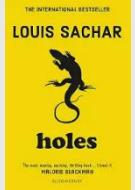
# KNOW IT: COMPREHENSION

# YEAR 5

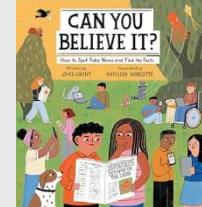
For our children to be able to develop the knowledge needed to read increasingly challenging texts, our teaching of English aims to highlight and develop pupil's knowledge of key aspects of literature, information texts and poetry. This is taught through shared reading, teacher explanation, questioning and discussion based on a broad range of progressive books.

Structure	Themes	Perspective	Context	Language/Grammar Choices
Children will learn about the typical features and structures of the texts they read.	Children will learn through discussion about the overarching ideas being explored in texts.	Children will learn that texts are written from different viewpoints. 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person in narrative and different points of view in non-fiction.	Children will be read a range of familiar/less familiar texts. Where texts are unfamiliar, they will be taught background knowledge to support comprehension.	Children will learn how language choices, as well as the complexity and formation of sentence structures, contributes to the author's style.

## In Year 5 children will learn about this through the following narrative texts:

Room 13: 	Holes: 	The Giant's Necklace: 	Wild Robot: 	The Boy Who Met a Whale 
<b>Structure:</b> Classic linear plot with events unfolding in chronological order. <b>Themes:</b> Good vs evil, as well as curiosity and consequence. <b>Perspective:</b> First person narrative mostly seen through Fliss' viewpoint. <b>Context:</b> set in Whitby-famously associated with Dracula, which adds to gothic-horror genre. <b>Language and Grammar:</b> Uses adjectives and sensory detail to create gothic mood. Dialogue is used to advance the story and reveal character.  <b>Sinister, ascending, bleak, peculiar, foreboding, ominous, lurking, shuddered.</b>	<b>Structure:</b> non-linear with multiple timelines. The timelines are separate to begin with then come together. Circular narrative. <b>Themes:</b> fate and interconnectedness; racism and social injustice. <b>Perspective:</b> third person outside voice. <b>Context:</b> historical context early 20 <sup>th</sup> century America- flashbacks. Juvenile justice system. <b>Language and Grammar:</b> Use of repetition for effect. Use of humour and irony. Figurative language and symbolism. Dialogue with informal tone. <b>Redemption, authority, justice, perseverance, desolate, compassion.</b>	<b>Structure:</b> linear structure with a twist ending. <b>Themes:</b> innocence, determination and mortality. <b>Perspective:</b> third person perspective focusing on Cherry's viewpoint. <b>Context:</b> Cornwall-its mining history, as well as the familiar context of family dynamics. <b>Language and Grammar:</b> Use of sensory description, personification and symbolism. Sentence structure is shortened or lengthened to mirror the plot. Language and grammar used to build tension. Use of foreshadowing. <b>Haunting, relentless, ominous, frantic, pursuit, diminutive, invariably, furrowing, critically.</b>	<b>Structure:</b> linear structure told in short episodic chapters, resembling fables. <b>Themes:</b> survival, adaptation, empathy, technology and nature. <b>Perspective:</b> third person perspective told from an outside voice. <b>Context:</b> remote wild island with no human inhabitants. <b>Language and Grammar:</b> Repeated use of fragment sentences for dramatic effect. Language used within dialogue is simple, without contractions to reflect Roz robotic nature. Repetition for effect. <b>Territory, instinct, camouflage, harmony, predator, instinctive, mimic.</b>	<b>Structure:</b> follows a linear narrative structure. <b>Themes:</b> adventure and survival; friendship and trust; overcoming fear and grief. <b>Perspective:</b> third person mainly following Razi's point of view. <b>Context:</b> life on a fictional island modelled on Sri Lanka. Influenced by Indian Ocea trade routes-pirates and treasure-hunting legends. <b>Language and Grammar:</b> Use of descriptive imagery and figurative language. Use of foreshadowing. Precisely chosen action verbs to convey drama. <b>Turbulent, wailed, ransacked, buckled, hurtled, pelted, concealed.</b>

**In Year 5 children will learn about this through the following poetry and non-fiction texts:**

<p>The Jabberwocky-Narrative Poetry Lewis Carroll</p> 	<p>Adventures of Isabel-Performance Poetry. Ogden Nash</p> 	<p>The Anglo-Saxons are Coming!</p> 	<p>How to spot fake news</p> 
<p><b>Structure:</b> 7 stanzas each with 4 lines. First and third lines rhyme and the second and fourth lines rhyme. Each stanza is part of an unfolding story within the poem.</p> <p><b>Themes:</b> Good vs evil; courage and bravery.</p> <p><b>Perspective:</b> third person narrator</p> <p><b>Context:</b> Lewis Carroll wrote Jabberwocky in 1871 as part of his book Through the Looking-Glass and What Alice Found There, the sequel to Alice's Adventures in Wonderland.</p> <p><b>Language and Grammar:</b> uses portmanteau words—two words blended together to make a new one. Example: <i>slithy</i> = slimy + lithe, <i>mimsy</i> = flimsy + miserable. Use of alliteration, imagery and repetition. Nonsense words within a correct sentence structure subject + verb + object so can still be followed.</p> <p><b>Vorpal, chortled, galumphing, frumious, toves, brillig, gimble.</b></p>	<p><b>Structure:</b> written in four-line stanzas with each stanza presenting a mini-adventure with tension and resolution, which lends itself to expressive performance. Each stanza ends with a twist.</p> <p><b>Rhythm and Rhyme:</b> AABB rhyming pattern with musical rhythm—therefore good for oral delivery.</p> <p><b>Prosody:</b> The exaggerated scenarios (witch, bear, doctor, etc.) invite gestures, tone changes, and audience engagement.</p> <p><b>Tempo:</b> Moderate to fast, to match the adventurous tone.</p> <p><b>Pitch:</b> Rising and falling dramatically to highlight Isabel's calmness versus the exaggerated threats.</p> <p><b>Stress:</b> Emphasize the last stressed syllable in each line for comic effect.</p>	<p><b>Structure:</b> short sections focusing on a specific theme e.g. invasion, beliefs etc. Has chronological flow through the ordering of the content. Headings, subheadings, timelines and fact boxes.</p> <p><b>Themes:</b> historical invasion and settlement.</p> <p><b>Perspective:</b> third person informative perspective.</p> <p><b>Context:</b> Historical- period after the Romans left Britain.</p> <p><b>Language and Grammar:</b> use of subject-specific words as well as descriptive language to support visualisation. Engaging tone using questions and exclamations to interact with the reader. Present and past tense. Short informative sentences.</p> <p><b>Invade, settle, conquer, kingdom, legacy, culture, beliefs, society, migration, customs.</b></p>	<p><b>Structure:</b> Organised with an introduction followed by sections with headings. Includes step by step guidance, case studies and examples and summaries and checklists.</p> <p><b>Themes:</b> critical thinking about media literacy.</p> <p><b>Perspective:</b> third person informative perspective.</p> <p><b>Context:</b> Reflects modern concerns about digital literacy, online safety, and the impact of false information on society and decision-making.</p> <p><b>Language and Grammar:</b> Use of imperative verbs to guide the reader. Includes questions to engage and interact with the reader. Modal verbs used to express possibility and advice. Some use of second person direct address 'you'</p> <p><b>Verify, reliable, bias, evidence, source, clickbait, misinformation.</b></p>

# Year 5 Reading Approaches

Prior to Year 5, our programme of reading aims to: prioritise pupils' accuracy and speed in word reading; develop understanding of language through teaching, discussion and practise, and support children to build positive reader identities. In Year 5 and 6, these strong foundations allow us to then focus upon children's critical thinking based on digital literacy, and the development of their own personal responses to texts, both orally and in written form.

Developing Responses	Whole Class Reading	Independent Reading	Stay in the Story
<p>In Year 5, children begin to write more lengthy responses linked to the texts they read, once they have been primed for this through class discussion. This involves exploring relevant ideas together before constructing sentences. During reading lessons, children have the opportunity to answer questions which allow for a variety of different responses, some of which involve them openly sharing their thoughts on a text e.g. what they liked about it; what they found confusing about it; the connections they spotted within and beyond the text.</p> <p>In Year 5, children have written 'comprehension check-ups' relating to the book they are studying in class, more regularly. The intent for these sessions is teaching as opposed to assessment so for this reason, modelling, guided and then independent practice, remain key features. Occasionally, these questions may mirror the presentation of questions within the reading SAT paper, in order to gently prepare pupils for the assessment without taking them away from the whole class text.</p>	<p>As with the rest of KS2, our whole class reading sequence involves opportunities for the modelling and development of key comprehension strategies, rich discussion, vocabulary and background knowledge building, and exposure to many types of text. In addition:</p> <p><b>Year 5 Whole Class Reading</b></p> <ul style="list-style-type: none"> <li>Includes a broader range of texts with a wider range of structural elements.</li> <li>Has more of a focus on developing oral responses that are then transferred succinctly into written form.</li> <li>Encourages children to further question the texts that they read, evaluating the information and considering purpose, viewpoint and audience.</li> <li>Focuses on using their understanding of the meaning being conveyed through sentence structure, to enable them to read aloud with appropriate prosody.</li> <li>Builds pupils' reading stamina through increasing the expectations for independent reading within some sessions.</li> </ul>	<p>In Year 5 our children are able to choose from a wide range of books, when it comes to their own independent reading time. This selection includes a range of poetry, plays and non-fiction as well as narrative.</p> <p>At this stage our Year 5 children will:</p> <ul style="list-style-type: none"> <li>Be encouraged to broaden their reading habits by taking on recommended reads from adults and peers.</li> <li>Have access to a range of books by the same author so they can make comparisons and read books in a series.</li> <li>Continue to develop their own readerly habits in terms of the books they enjoy reading and the environments they like to read in.</li> </ul>	<p>As with the rest of KS2, Year 5 children participate in regular 'stay in the story' sessions which involve interrupted reading of the text by the teacher. The meaning of some words maybe defined in the moment but otherwise it is about reading larger chunks of text. The text is often the whole class read, as this presents the opportunity to re-read extracts of text but can also comprise of children's/teacher's choice, poetry or picture books.</p>
<b>Reading for Pleasure and Purpose</b>			
<p>Our ultimate aim is to enable our children to read for pleasure and purpose. Throughout our reading provision we provide multiple opportunities for children to make personal responses to the texts they read. We strive to develop a love of reading through regular '<b>Stay in the Story</b>' sessions and '<b>Book Chat</b>' discussion time. <b>Book Chat</b> is a weekly opportunity for children to develop their own positive reader identity through reflecting on what they have read, what they are reading or the type of reader they are, and discussing this with others.</p> <p><b>Book Chat Question Examples:</b> Was there anything that took you completely by surprise? Did you notice any apparent inconsistencies? Were there any patterns or connections that you noticed? Have you noticed anything special about the way language is used in this book? Are you surprised about anyone else's comments on this book? Which character interested you the most and why? Does the narrator approve/disapprove of the things that happen and the characters that do them? Do you approve or disapprove of them? With whose eyes did you see the story? In addition, we encourage reading across all of our wider curriculum subjects so that children have the opportunity to read to learn through quality and relevant non-fiction texts.</p>			

## Year 5 English Curriculum Key Texts

	Y5 Autumn																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14				
<b>Whole Class Reading Lesson Focus</b>		Fluency Blast <b>Non-Fiction</b>		Room 13 <b>Suspense</b>				The Anglo-Saxons are coming <b>Non-Fiction</b>	Holes <b>Classic</b>									
<b>Reading into Writing Stimulus</b>	Dracula's Whitby <b>Description</b>		Dracula's Whitby <b>Eye Witness Recount</b>		Inside the Villains <b>Character Description</b>				The Black Dog <b>Dialogue</b>		Holes <b>Factfile</b>		How the Grinch Stole Christmas <b>Persuasion</b>					
<b>Stay in the Story</b>	Children's Choice and or Year 4 re-read 			Room 13 <b>Suspense</b>				Holes <b>Classic</b>				<b>Poetry</b> from year 5 reading spine						
	Y5 Spring																	
	1	2	3	4	5	6	7	8	9	10	11	12						
<b>Whole Class Reading Lesson Focus</b>		Fluency Blast <b>Non-Fiction</b>		The Giant's Necklace <b>Mystery</b>				How to spot fake news <b>Non-Fiction</b>	The Wild Robot <b>Science Fiction</b>									
<b>Reading into Writing Stimulus</b>	Winter Haiku Poetry	Charlie Changes into a Chicken <b>Story Chapter</b>			How to survive... <b>Procedure</b>		Leon and the Place Between <b>Setting Description</b>				The Viking Invasion of Lindisfarne <b>Historical Account</b>							
<b>Stay in the Story</b>		Children's Choice		The Giant's Necklace <b>Mystery</b>				Poetry: Sensational and Let's Chase Stars Together	The Wild Robot <b>Science Fiction</b>				<b>Poetry</b> from year 5 reading spine					
	Y5 Summer																	
	1	2	3	4	5	6	7	8	9	10								
<b>Whole Class Reading Lesson Focus</b>	The Boy Who Met a Whale <b>Different Culture</b>					Giant Modern Adventure		Fluency Blast <b>Non-Fiction</b>		Performance Poetry	Romeo and Juliet <b>Playscripts</b>							
<b>English Lesson Writing Hooks</b>	How to Live Forever <b>Discussion</b>			The Eldfell Eruption <b>Newspaper Report</b>				Giant Story Writing				Romeo and Juliet <b>Persuasive Speech</b>						
<b>Stay in the Story</b>	The Boy Who Met a Whale <b>Different Culture</b>					Giant Modern Adventure		Children's Choice				Romeo and Juliet <b>Collins Big Cat</b>						

## Year 5 Example Whole Class Narrative Reading Sequence

### **The Giant's Necklace: 4 week reading unit**

**Pre-reading short session: Book Introduction-Oral** Has anyone read any other books by Michael Morpurgo? **Activating and Connecting-Oral**

Where might this story be set? What clues do you see? What do you already know about the coast?

Session 1-Opening section	Session 2-based on P6-9	Session 3- based P9-11	Session 4-based on P11-15	Session 5-P16 & P17
<p><b>Comprehension Focus</b> <b>Teacher Spotlight</b> Re-read the opening to the story once again with children tracking.</p> <p>Re-read sections of the opening again using think alouds to explain what different parts of the text are telling you about Cherry's character.</p> <p>Explain that each part is revealing how determined she is as a character.</p> <p>Provide the extracts from the text and ask the children to rank them in pairs in terms of the ones that show the best evidence of this to the least.</p> <p>Look at this question together: <b>What does the opening of the text reveal about Cherry's character.</b></p> <p>Model how to use the ranked evidence to orally response to the question and then how to write it in written form.</p> <p>Children then write their own coherent response.</p>	<p><b>Comprehension Focus</b> <b>Background Building-Oral</b> <b>What words in the text could be challenging and what do they mean?</b> Pompously, hilarity, simulated. <b>Teacher Spotlight</b> Re-read P6-9 and stop to explain your thinking to the children based on the inferences you are making. Explain that there are parts of the text that are giving you the sense that Cherry might be in danger. Display the sections of the text that give this impression.</p> <p><b>Let's Talk</b> <b>What else in the text might suggest that she is in danger?</b></p> <p>Children to re-read P6-9 in pairs, discuss examples they think give this impression and then find and copy a number of examples into their books.</p> <p>Get examples from across the class and give feedback in relation to the strength of the evidence.</p>	<p><b>Comprehension Focus</b> <b>SUM IT UP</b> Model the somebody, wanted, and then get the children to come up with the but and so in pairs. <b>Somebody:</b> Cherry <b>Wanted:</b> to finish her long giant's necklace <b>But:</b> <b>So:</b> <b>Background Building</b> <b>Vocabulary:</b> white horses, baleful, impotent, sanctuary. Where is Zennor Head in Cornwall? Show images and clarify its location.</p> <p><b>Teacher Spotlight</b> Re-read P9. Model clarifying by separating some of the longer sentences into chunks in order to gain a better understanding. Get the children to clarify something on P10.</p> <p><b>BIG QUESTION-</b> oral discussion in groups then children make their own written response.</p> <p><b>If you were Cherry what might your reason be for still clutching onto the shells?</b></p>	<p><b>Comprehension Focus</b> learnt about? <b>Background Building-Oral</b> <b>Vocabulary:</b> adit, lode, fledgling. What are mining caves? What do we already know about mining? <b>SUM IT UP!</b> Before moving on in the text get the children to quickly summarise the main events in the story so far.</p> <p><b>Teacher Spotlight</b> Model questioning as a strategy that is used to deepen understanding. Re-read the section of the text and then think aloud: I am wondering what has suddenly made Cherry decide to leave the shells behind? Explain that by asking questions it allows us to gain a deeper understanding of the text. By considering this question I am now contemplating Cherry's state of mind at this point and making further predictions about her fate.</p> <p><b>Let's Talk</b> Come up with 3 of your own BIG questions you have after reading this section and discuss them with a partner.</p>	<p><b>Reading Stamina Focus</b> <b>Background Building</b> <b>Vocabulary:</b> continuous, vast, murmur. Images of an adit and a lode wall within a mining cave.</p> <p><b>Independent Extended Reading</b> Children to read P16 and P17 independently. Encourage them to use taught clarifying strategies such as break up longer sentences into small chunks of meaning or re-reading for clarity. Encourage them to refer to the definitions of the focus vocabulary. Prompt them to write down any questions that pop into their heads that could be clarified after reading.</p> <p><b>SUM IT UP!</b> Check in to see that children haven't lost focus and therefore their comprehension of the text through setting them the challenge of writing a one sentence summary.</p> <p><b>Comprehension Check-Up</b> Answer 4 retrieval questions based on their independent reading of P16-17.</p>

## Year 5 Reading Endpoints

**The teaching of reading in Year 5 should enable children to:**

<b>Word Reading</b>	Decode unfamiliar words, choosing an appropriate strategy e.g. by saying syllables; using knowledge of prefixes, roots and suffixes, grammatical functions and analogy.
	Read Year 3/4 and some Year 5/6 statutory words with accuracy and automaticity.
<b>Within age-appropriate texts that they can read themselves:</b>	
<b>Fluency</b>	Read at 90% accuracy.
	Read at a rate that supports understanding ( <b>130-154 WCPM</b> ).
	Read in meaningful phrases and clauses.
	Use more sophisticated punctuation as a guide of when to pause, including parenthesis, and recognise where this may affect expression.
	Read with effective expression, including varying volume and intonation that reflects the meaning of the text and begin to show awareness of when to change pace, emphasis and tone.
<b>In order to develop a deep understanding of the texts read by themselves and with adults, children will need to be able to:</b>	
<b>Comprehension</b>	Use a range of strategies to self-monitor and correct inaccuracies in comprehension, including responding to and posing a range of questions.
	Activate prior knowledge before, during and after reading to decide what is important in a text.
	Summarise some of the main events/information from a text, making links within and across sections.
	Infer meaning from texts, including those that include new ideas and values, through making connections to own lives, other texts and their knowledge and understanding of the world.
	Draw on their knowledge of a wide range of language and vocabulary, to demonstrate an understanding of the varied uses of words and make further inferences linked to the text.
	Have knowledge of the structure of a wider range of fiction and non-fiction texts, using this to support overall understanding.
	Understand the meaning carried by sentence structures, including grammar, punctuation and syntax.
	Develop and amend mental representations based on connecting prior knowledge, interpreting new clues, revelations or additional information.



# Reading in Year 6

**PREFIXES**

bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead

Y3/4

Please refer to Y3/4 'Know It' for prior learning.

# YEAR 5/6

# KNOW IT!

**ROOTS/ROOT WORDS**

dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
vary	to change

New Learning

Prior Learning

**SUFFIXES**

ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does

Y3/4

Please refer to Y3/4 'Know It' for prior learning.

**available**

avail-of use  
able-able to  
**available**-able to be of use

**existence**

exist-to live  
**existence**-the quality of living

**aggressive**

aggress-to attack  
ive-nature of  
**aggressive**-an attacking nature

**photograph**

photo-using light  
graph-to write  
**photograph**-to write with light

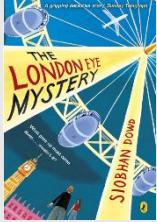
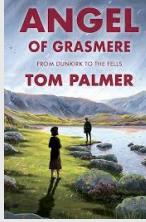
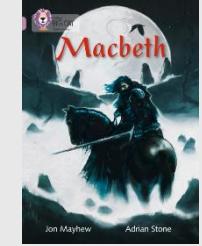
**microscope**

micro-small  
scope-range  
**microscope**-an instrument to view a small range.

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### In Year 6 children will learn about this through the following narrative texts:

London Eye Mystery 	the angel of Grasmere 	Darwin's Dragons 	Macbeth 
<b>Structure:</b> Classic linear plot with events unfolding in chronological order. <b>Themes:</b> Many but the key ones are: neurodiversity and perspective; trust and responsibility and identity and belonging. <b>Perspective:</b> First person narrative told from the perspective of Ted Spark. <b>Context:</b> contemporary London reflecting modern rural life. Touches upon immigration and cultural identity as well as neurodiversity. <b>Language and Grammar:</b> Use of figurative language and sensory description. Adds humour and character insight through describing things literally also. Use of dialogue- both formal and informal register.  <b>Probability, theory, observation, sequence, interpret, contrast, unique.</b>	<b>Structure:</b> Dual narrative structure. Chapters are organised by time markers. The story blends personal drama with historical events. <b>Themes:</b> loss and grief; hope and kindness; friendship and community, courage and resilience. <b>Perspective:</b> third person narration switching between Tarn and the unnamed man. <b>Context:</b> historical context- during WWII. <b>Language and Grammar:</b> Short impactful sentences for tension. Longer descriptive passages for setting. Figurative language – similes, sensory detail. Historical and geographical vocabulary.  <b>Tarn, Fell, beck, forces, pompously, hilarity, simulated, baleful, impotent,</b>	<b>Structure:</b> linear narrative structure-mix of both fact and fantasy. <b>Themes:</b> innocence, determination and mortality. <b>Perspective:</b> first person narration through Syms Covington. <b>Context:</b> Set during Charles Darwin's voyage on HMS Beagle (1831–1836), a real scientific expedition that shaped Darwin's theory of evolution. <b>Language and Grammar:</b> Use of both historical and scientific vocabulary as well as descriptive language. Dialogue reflects Victorian speech. Use of formal register in some passages. Grammar reflects pacing-fast during storms and escapes and slower during reflective moments.  <b>Buccaneer, studious, perilous, resilient, adaptation, specimen, instinct, resolve.</b>	<b>Structure:</b> told through the eyes of a fictional servant. Begins with a prologue and then the main events in order. <b>Themes:</b> ambition and power; guilt and consequence and supernatural influence. <b>Perspective:</b> first person narration told through the eyes of Conn. <b>Context:</b> historical context-originally written by Shakespeare in 1606. <b>Language and Grammar:</b> Uses modern English but has some use of complex vocabulary 'thane' 'prophecy'. Reported speech with minimal direct speech. Foreshadowing, use of rhetorical questions. Inner monologue and modal verbs.  <b>Ambition, prophecy, thane, treason, revenge, fate, guilt, power.</b>

In Year 6 children will learn about this through the following poetry and non-fiction texts:

What are we fighting for?	The Final Year	Tales of World War II	Earth's Extraordinary Places: Galapagos
<p><b>Structure:</b> selection of poems organised into three main sections.</p> <p><b>Themes:</b> fear and longing for home; the concept of heroism; innocent hopes and moral dilemmas.</p> <p><b>Perspective:</b> poems from soldier's, child's family's and even animal's perspective.</p> <p><b>Context:</b> World War I, World War II and modern conflicts and reflections.</p> <p><b>Language and Grammar:</b> includes a variety of poetic forms including rhyming poems, blank verse and acrostics.</p> <p><b>Oppression, aggression, destiny, dread, idiom 'blind eye', sacrifice, truce.</b></p>	<p><b>Structure:</b> Verse novel: the story unfolds through a series of interconnected poems rather than traditional prose chapters.</p> <p><b>Themes:</b> friendship and change; identity and self-expression and transition and uncertainty.</p> <p><b>Perspective:</b> first person perspective told through the voice of Nate.</p> <p><b>Context:</b> reflects the real-life experiences of Year 6 pupils in the UK when they transition from primary into secondary school.</p> <p><b>Language and Grammar:</b> whole book is written in free verse poetry, giving it rhythm without strict rhyme schemes. Use of colloquial, everyday language as well as figurative language. Regular use of ellipsis and dash to show pauses or unfinished thoughts.</p> <p><b>Wilderness, concrete, spiral, underachievers, cloaked, poverty.</b></p>	<p><b>Structure:</b> structured as a non-fiction anthology. Collection of short, self-contained true stories each with their own mini-narrative structure. Between these are interspersed historical pages. Includes maps, diagrams, illustrations and portraits, as well as a glossary and index.</p> <p><b>Themes:</b> courage and heroism; sacrifice and survival against the odds.</p> <p><b>Perspective:</b> third person informative perspective.</p> <p><b>Context:</b> Real events from World War II.</p> <p><b>Language and Grammar:</b> largely factual information presented with some emotional detail to support reader empathy. Alliteration and rhythm in titles and headings. Modal verbs when describing probable risks. Compound sentences used to explain cause an effect.</p> <p><b>Resistance, evacuation, rationing, alliance, mission, occupation, enemy, holocaust, survival, courage, sacrifice.</b></p>	<p><b>Structure:</b> organised into thematic sections each with its own key focus. Use of photographs, diagrams, maps and expert-written text. Fact boxes, glossary and index.</p> <p><b>Themes:</b> biodiversity and adaptation; evolution and scientific discovery and conservation and sustainability.</p> <p><b>Perspective:</b> third person informative perspective.</p> <p><b>Context:</b> scientific and geographical context.</p> <p><b>Language and Grammar:</b> Use of third person perspective gives an authoritative tone. Occasionally uses inclusive language ("we can see," "scientists discovered") to engage readers without becoming first-person. Use of passive voice. Questions to engage readers.</p> <p><b>Habitat, adaptation, conservation, migration, biodiversity, evolution, archipelago.</b></p>

# Year 6 Reading Approaches

Prior to Year 5 and 6, our programme of reading aims to: prioritise pupils' accuracy and speed in word reading; develop understanding of language through teaching, discussion and practise, and support children to build positive reader identities. In Year 5 and 6, these strong foundations allow us to then focus upon children's critical thinking based on digital literacy, and the development of their own personal responses to texts, both orally and in written form.

Developing Responses	Whole Class Reading	Independent Reading	Stay in the Story
<p>In Year 6, children continue to write more lengthy responses linked to the texts they read, once they have been primed for this through class discussion. This involves exploring relevant ideas together before constructing sentences. In Year 6 children have written 'comprehension check-ups' relating to the book they are studying in class, more regularly, as with Year 5. The intent for these sessions is teaching as opposed to assessment so for this reason, modelling, guided and then independent practice, remain key features.</p> <p>In the weeks before SATs, they will also have opportunities to engage in 'Stop-Off' weeks where they will explore unseen extracts of text and build test strategy habits. They will be taught to: read the question carefully, underline components of the question they may forget to follow, skim and scan for key question words in the text, close read to identify the answer, write a clear response and check the response against the question etc.</p>	<p>As with the rest of KS2, our whole class reading sequence involves opportunities for the modelling and development of key comprehension strategies, rich discussion, vocabulary and background knowledge building, and exposure to many types of text. In addition:</p> <p><b>Year 6 Whole Class Reading</b></p> <ul style="list-style-type: none"> <li>Includes a broader range of texts with a wider range of structural elements.</li> <li>Has more of a focus on developing oral responses that are then transferred succinctly into written form.</li> <li>Encourages children to further question the texts that they read, evaluating the information and considering purpose, viewpoint and audience.</li> <li>Focuses on using their understanding of the meaning being conveyed through sentence structure, to enable them to read aloud with appropriate prosody.</li> <li>Builds pupils reading stamina through increasing the expectations for independent reading within sessions.</li> </ul>	<p>In Year 6 our children are able to choose from a wide range of books, when it comes to their own independent reading time. This selection includes a range of poetry, plays and non-fiction as well as narrative.</p> <p>At this stage our Year 6 children will:</p> <ul style="list-style-type: none"> <li>Be encouraged to broaden their reading habits by taking on recommended reads from adults and peers.</li> <li>Have access to a range of books by the same author so they can make comparisons and read books in a series.</li> <li>Continue to develop their own readerly habits in terms of the books they enjoy reading and the environments they like to read in.</li> </ul>	<p>As with the rest of KS2, Year 6 children participate in regular 'stay in the story' sessions which involve interrupted reading of the text by the teacher. The meaning of some words maybe defined in the moment but otherwise it is about reading larger chunks of text. The text is often the whole class read, as this presents the opportunity to re-read extracts of text but can also comprise of children's/teacher's choice, poetry or picture books.</p> <p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>Children who are still accessing phonics will continue to have tailored 'catch up' sessions as a priority.</li> <li>For children who are judged to be secure decoders but are not yet automatic word readers, further reading fluency practice will be delivered through the trust fluency blast intervention programme. This is delivered by trained adults to small groups.</li> </ul>

## Reading for Pleasure and Purpose

Our ultimate aim is to enable our children to read for pleasure and purpose. Throughout our reading provision we provide multiple opportunities for children to make personal responses to the texts they read. We strive to develop a love of reading through regular '**Stay in the Story**' sessions and '**Book Chat**' discussion time. **Book Chat** is a weekly opportunity for children to develop their own positive reader identity through reflecting on what they have read, what they are reading or the type of reader they are, and discussing this with others. **Book Chat**

**Question Examples:** Was there anything that took you completely by surprise? Did you notice any apparent inconsistencies? Were there any patterns or connections that you noticed? Have you noticed anything special about the way language is used in this book? Are you surprised about anyone else's comments on this book? Which character interested you the most and why? Does the narrator approve/disapprove of the things that happen and the characters that do them? Do you approve or disapprove of them? With whose eyes did you see the story? In addition, we encourage reading across all of our wider curriculum subjects so that children have the opportunity to read to learn through quality and relevant non-fiction texts.

## Year 6 English Curriculum Key Texts

	Y6 Autumn																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14				
<b>Whole Class Reading Lesson Focus</b>	 Fluency Blast <b>Non-Fiction</b>	The London Eye Mystery <b>Suspense</b>			SATs	Poetry	The Angel of Grasmere <b>Historical Adventure</b>				SATs	<b>Non-Fiction</b>						
<b>Reading into Writing Stimulus</b>	The Wolf, The Duck and the Mouse <b>Dialogue</b>		The Wolves in the Wall <b>Narrative Recount</b> Newspaper Report				What are we fighting for? Poetry	Should children have been evacuated? <b>Discussion</b>			Beyond the Lines <b>Recount</b>							
<b>Stay in the Story</b>	Children's Choice 	The London Eye Mystery <b>Suspense</b>				<b>Historical Context</b> Angel of Grasmere				<b>Poetry</b>								
	Y6 Spring																	
	1	2	3	4	5	6	7	8	9	10	11	12						
<b>Whole Class Reading Lesson Focus</b>	 Fluency Blast <b>Non-Fiction</b>	Darwin's Dragon <b>Historical Adventure</b>				SATs	Read, Respond and Review <b>SATs Preparation</b>											
<b>Reading into Writing Stimulus</b>	Fictional Island <b>Setting Description</b>	Darwin's Dragons			Darwin's Dragons <b>Persuasion</b>			Fairy Tale Re-Take <b>Short Story</b>										
<b>Stay in the Story</b>	 Children's Choice	Darwin's Dragon <b>Historical Adventure</b>				Gender Swapped Fairy Tales <b>Karrie Fransman &amp; Jonathan Plackett</b>												
	Y6 Summer																	
	1	2	3	4	5	6	7	8	9	10								
<b>Whole Class Reading Lesson Focus</b>	Read, Respond and Review <b>SATs Preparation</b>			SATs	Macbeth <b>Classic</b>			The Final Year <b>Poetry</b>										
<b>English Lesson Writing Hooks</b>	Macbeth <b>Write own version of the Witches' scene</b>				Macbeth <b>Dairy Recount</b>				The Path-Picture Book <b>Advisory Speech</b>									
<b>Stay in the Story</b>	Macbeth <b>Classic</b>			Macbeth and other Shakespeare Tales <b>Classic</b>				The Final Year <b>Poetry</b>										

## Year 6 Example Whole Class Narrative Reading Sequence

### **The Wolf Wilder**

**Pre-reading short session: Book Introduction-Oral** What might a Wolf Wilder be? What makes us think this? **Activating and Connecting-Oral** Has anyone read any other books by Katherine Rundell? What do we already know about wolves? Where might this story be set? What clues are there about this?

Session 1	Session 2-Up to P19	Session 3- based on Chapter 2	Session 4- Chapter 3	Session 5-Chapter 3
<p><b>Comprehension Focus</b> <b>Background Building</b> The story is set in Dunkirk France and the UK- Grasmere. Look at a map and show images of how troops progressed towards this area. <b>Vocabulary:</b> tar, fell, memorial service, congregation, stuka aeroplane, cowards, spies, swastikas</p> <p><b>Teacher Spotlight</b> Re-read from 'Tarn was angry because,'. As you read, model how you are clarifying the text and then making inferences based on what you have read + what you already know linked to Tarn's character. Model how to back up inferences by referring back to other parts of the text that connect. Continue reading to the top of P14 and ask the children to make their own comment about Marina or Feo's character. Read on to P16.</p> <p><b>Let's Talk, then record.</b> Consider what you have learnt about Feo and Marina's character. Do you think they will obey the General's orders?</p>	<p><b>Comprehension Focus</b> <b>Background Building-Oral</b> Show images of items found in a chapel: pew, statues of saints, mosaic floor tiles. <b>Vocabulary:</b> shard, dilapidated, feral, carcasses. <b>Teacher Spotlight</b> Re-read the section describing the stone chapel and model to the children how you are taking and clarifying information from the text and adding it to your own knowledge, to build a picture of the scene.</p> <p><b>Independent Reading</b> Ask the children to read the next section of the description and to annotate by highlighting key information or making notes/images of what they visualise.</p> <p><b>Let's Talk, then record</b> <b>Based on the description and what you are imagining, why is it surprising that Feo thinks it is 'the most beautiful place on earth.'?</b></p>	<p><b>Comprehension Focus</b> <b>SUM IT UP</b> Give the children the first two and then ask them to consider what the but and so could be. <b>Somebody:</b> Feo <b>Wanted:</b> to continue wilder the wolves <b>But:</b> <b>So:</b> <b>Background Building</b> <b>Vocabulary:</b> lintel, reassuringly, withering, agonisingly. Show images of an old carriage, a black wolf and explain what a Russian Countess and Duchess was.</p> <p><b>Teacher Spotlight</b> Re-read three sections from the text and model how you make inferences based on clues from the text but also what you have read already. Use I do/we do/you do for this one:</p> <p style="background-color: #e6e6e6; padding: 5px;">She ignored the driver and dipped her face, touching her nose to the wolf's muzzle. The wolf licked her chin.</p> <p>Discuss children's inferences.</p> <p><b>Let's Talk, then record</b> <b>What other things surprised you about the way the wolves and Theo behave with each other? Find three examples from the text.</b></p>	<p><b>Reading Stamina Focus</b> <b>Background Building</b> <b>Vocabulary:</b> recited, ascertain, grimaced, mutinous. Discuss and show images to explain the word 'huckles'.</p> <p><b>Extended Reading</b> Children to read Chapter 3 independently but guided by you and in chunks. Pause to explain anything essential that the children may not understand and ask questions that encourage children to make sense of the text as it is progressing. Keep these brief. 'Finger freeze-eyes on me', and then move onto the next chunk of reading. If any children finish reading the chunk early, ask them to write a one sentence summary of what they have just read.</p> <p>During the session work with any less-developed readers in a group and read it together with the children tracking in their own copy of the text.</p> <p><b>Let's Talk/SUM IT UP!</b> Once everyone has finished reading the chapter, challenge them to summarise the main events in just 20 words.</p>	<p><b>Comprehension Check</b> <b>Based on Chapter 3</b> Devise some questions based on Chapter 3 that are typical of 3 different ways they could be presented within the KS2 reading SAT test.</p> <p>Have two for each different question example. Model the first example and then get the children to have a go at answering a second question.</p> <p>Do this for the next example of question and then finish with a question that requires a slightly longer written response, again modelling first.</p> <p><b>Example 1</b> Find and copy a word within this passage that means the same as.....</p> <p><b>Example 2</b> Look at the sentence' .....'. What does the word.....tell you about the way.....</p> <p><b>Example 3</b> Why do you think the author describes.....as.....? Explain your answer using the text.</p>

## Year 6 Reading Endpoints

**The teaching of reading in Year 6 should enable children to:**

<b>Word Reading</b>	<p>Decode unfamiliar words, choosing the most appropriate strategies.</p>
	<p>Read Year 5/6 statutory words with accuracy and automaticity.</p>
<b>Within age-appropriate texts that they can read themselves:</b>	
<b>Fluency</b>	<p>Read at 90% accuracy.</p>
	<p>Read at a rate that supports understanding (<b>145-169 WCPM</b>).</p>
	<p>Read in meaningful phrases and clauses within more complex structures.</p>
	<p>Use more sophisticated punctuation, integrating pauses consistently and automatically.</p>
	<p>Read with fluency and phrasing, adjusting pace, volume, intonation, tone, emphasis and pronunciation to enhance meaning and expression.</p>
<b>In order to develop a deep understanding of the texts read by themselves and with adults, children will need to be able to:</b>	
<b>Comprehension</b>	<p>Use a range of strategies to self-monitor and correct inaccuracies in comprehension, including responding to and posing a range of questions.</p>
	<p>Activate prior knowledge before, during and after reading, to decide what is important in a text.</p>
	<p>Summarise some of the main events/information from a text, making links within and across sections and with other texts.</p>
	<p>Infer meaning from texts, including those that include new ideas and values, through making connections to own lives, other texts and their knowledge and understanding of the world.</p>
	<p>Draw on their knowledge of language and vocabulary to interpret layers of meaning through applying a deeper understanding of the varied uses of words.</p>
	<p>Have knowledge of the structure of a wider range of more complex fiction and non-fiction texts, using this to support overall understanding.</p>
	<p>Understand the meaning carried by more complex sentence structures, including grammar, punctuation and syntax.</p>
	<p>Develop and amend mental representations based on connecting prior knowledge, interpreting new clues, revelations or additional information.</p>