

Reading Curriculum

Northwood 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.

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.

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.

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.

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.

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



KNOW IT: PHONICS-LITTLE WANDLE

New Learning

Prior Learning

GPCs – learn to read words containing:	
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	ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk 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)
Teach Phase 3 Sp1	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er words with double letters longer words
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
Teach Phase 4 Su1	Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed, /t/, –ed, /id/, /ed/, –est
Teach Phase 4 Su2	Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words

Tricky Words – learn to read:	
Teach Phase 2 Au1	is, I, the
Teach Phase 2 Au2	as, and, has, his, her, go, no, to, into, she, he, of, we, me, be
Teach Phase 3 Sp1	was, you, they, my, by, all, are, sure, pure
Review Phase 3 Sp1	Review all taught so far.
Teach Phase 4 Su1	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today
Teach Phase 4 Su2	Review all taught so far.

TEACH IT! PHONICS

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

Reception Autumn Term														
	1	2	3	4	5	6	7	8	9	10	11	12	13	
PROGRESSION IN PHONICS		Phase 2 GPCs: satp	Phase 2 GPCs: inmd	Phase 2 GPCs: gock is	Phase 2 GPCs: ckeur l	Phase 2 GPCs: hbfl the	Assess and review week.	Phase 2 GPCs: ff ll ss j put pull full as	Phase 2 GPCs: v w x y and has his her	Phase 2 GPCs: z zz qu ch s /s/ at end go no to into	Phase 2 GPCs: sh the ng nk she push he of	Phase 2 GPCs: 's' at the end and 's' /z/ we me be	Assess and review week.	
	Reception Spring Term													
		1	2	3	4	5	6	7	8	9	10	11	12	13
		Phase 3 GPCs: ai ee igh oa	Phase 3 GPCs: oo oo ar or was they you	Phase 3 GPCs: ur ow oi my by all	Phase 3 GPCs: air er double letters are sure pure	Longer words	Assess and review week.	Assess and review week	Review Phase 3 ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear.	Review Phase 3 er air, double letters, longer words.	Words with 2+ digraphs.	Longer words, words ending in -ing compound 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 said so have like	Phase 4 short vowels CVCC, CCVC some come love do	Short vowels CCVCC, CCCVC, CCCVCC were here little says	Longer words, compound words. there when what one	Root words ending in -ing -ed/t/id/-ed, -est out today	Assess and review week	Assess and review week	Long vowel sounds CVCC, CCVC	Long vowel sounds CCVC, CCCVC, CCV, CCVCC	Phase 4 words ending in -s/s/ -s/z/-es Longer words.	Root word ending in: -ing, ed/t/, ed/id/-ed/d/	Phase 4 words ending in -s/s/, -s/z/, -es Longer words.	Assess and review week.

TEACH IT!



RECEPTION

Reception

Word Reading	Comprehension
<p>Children should be taught to:</p> <ul style="list-style-type: none"> • Blend and manipulate sounds with the structure: <ul style="list-style-type: none"> ○ CVC-map, sit etc ○ VCC and CVCC– ant, bump etc ○ CCVC-crab, dress etc ○ CCVCC and CCCVC-drunk, scrap etc ○ CCCVCC-splint etc • Understand that sounds can be represented by spellings with one letter. • Understand that sounds can be represented by spellings with more than one letter: digraphs and trigraphs. • Understand that some of these spellings are written with a double consonant e.g. ff, ll, ss, zz • Understand that other spellings are written with two different letters e.g. sh, ch, th, ck, wh, ng, qu. • Know that <q> and <u> represent the sounds /k/ and /w/. • Read words containing taught suffix endings. • Increase the bank of tricky words that they can read with accuracy and automaticity. 	<p>Children should be taught to/given opportunities to:</p> <ul style="list-style-type: none"> • Hear a wide range of texts read to them to develop their knowledge of the world. • Learn any essential contextual knowledge needed to adequately comprehend individual texts. • Notice rhymes in poems, songs and stories and begin to generate their own. • Talk about the books they have read and those that have been read to them including details such as author, illustrator, and key features e.g. contents/index. • Retell a familiar story using story language as well as their own words. • Begin to develop reading preferences. • Select books to re-read and enjoy. • Talk about what they are reading by linking to other knowledge and experience.
	<p style="text-align: center;">Vocabulary Instruction</p>
	<p>Children should be given opportunities to:</p> <ul style="list-style-type: none"> • Expand their bank of vocabulary through explicit teaching of Tier 2 and Tier 3 vocabulary linked to shared texts and topics. • New vocabulary should be taught through: <ul style="list-style-type: none"> ○ Defining new word meanings using pictures and context to support understanding; ○ Physicalising what new words mean through actions and gestures; ○ Adults modelling and reinforcing new words within different contexts; ○ Linking new words to other known words with similar meanings; ○ Applying new words through use within their own spoken language.
<p style="text-align: center;">Grammar, Layout and Structure</p> <ul style="list-style-type: none"> • 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. • Understand then concept of beginning, middles and end and the how this is used to structure narrative. 	<p style="text-align: center;">Expressive Reading</p> <ul style="list-style-type: none"> • Children should develop their love of books and reading through listening to daily, quality story telling by a skilled adult. • 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. • They should have opportunities to learn and recite nursery rhymes and short poems using expressive speech where they can.

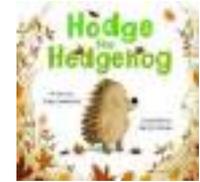
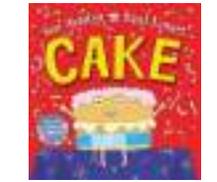
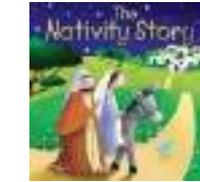
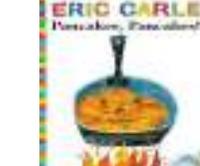
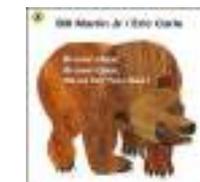
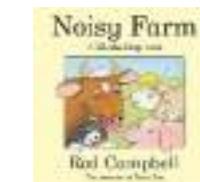
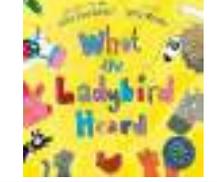
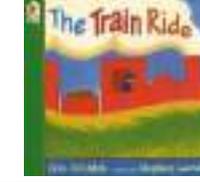
Our approaches to reading in Reception prioritise accurate word reading but also speed in decoding through repeated practice and reading fluency groups. We use high quality texts across the provision to develop children's knowledge of language and their love of reading. We ensure that they have stories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

Reception Reading Approaches

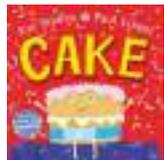
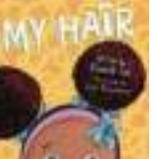
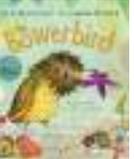
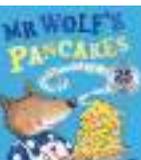
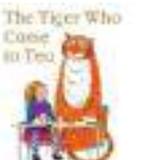
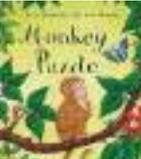
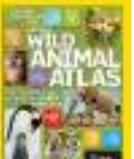
Phonics	Fluency	Daily Shared Reading	Independent Reading
<p>In Reception, children are taught daily systematic phonics instruction through the Little Wandle phonics scheme, in order to develop efficient word reading skills. Through phonics sessions led by the teacher, children learn to accurately decode 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.</p> <p>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. 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"> ➤ exposure to a wide range of high-quality texts ➤ opportunities to hear repeated and expressive modelled reading of the same text by an adult ➤ the teaching of key vocabulary- largely Tier 2 ➤ discussion and teaching centred around key reading comprehension strategies ➤ engaging with and making personal responses to the text read, to support them to identify as a reader, and ➤ looking at the way different types books are written and structured. 	<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>
			Intervention
<p>As well as offering extra 1:1 reading, any children who need additional practice receive 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>			

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.

<p>Autumn 1</p>							
<p>Autumn 2</p>							
<p>Spring 1</p>							
<p>Spring 2</p>							
<p>Summer 1</p>							
<p>Summer 2</p>							

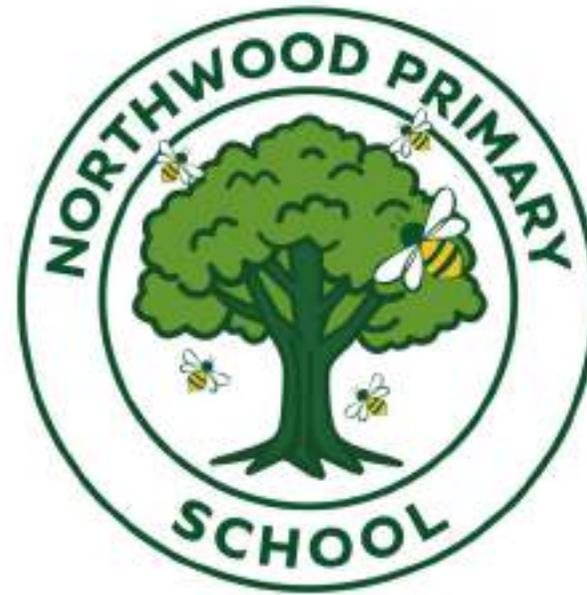
Reception Key Texts

	Key Text Drawing Club Text	Key Text Drawing Club Text	Key Text Drawing Club Text	Key Text Drawing Club Text	Key Text Drawing Club Text	Key Text Drawing Club Text	Key Text Drawing Club Text	Key Text Drawing Club Text
Autumn 1								
Autumn 2								
Spring 1								
Spring 2								
Summer 1								
Summer 2								

Reception Reading Endpoints

The teaching of reading in Reception should enable children to:

Word Reading	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).
	Read some common exception words matched to the school's phonic programme.
	Read simple phrases, sentences and books made up of words with known letter-sound correspondences and, where necessary, some common exception words.
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	Children at the expected level of development will: <ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own and recently introduced vocabulary;• Anticipate, where appropriate, events in stories;• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.• Say a sound for each letter in the alphabet and at least 10 digraphs;• Read words consistent with their phonic knowledge by sound-blending;• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Reading in Year 1

KNOW IT: PHONICS-LITTLE WANDLE

GPCs – learn to read 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	Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC, longer words and compound words, words ending in suffixes: -ing, -ed, /t/, -ed, /id/, /ed/, -est Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC, words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -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 /oo/ /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 /j/ 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 owl 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/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more

New Learning Prior Learning

Tricky Words – learn to read	
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

TEACH IT!

Year 1 National Curriculum Programmes of Study

YEAR 1

Word Reading

Comprehension

Children should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- re-read these books to build up their fluency and confidence in word reading.

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

TEACH IT: LANGUAGE COMPREHENSION

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, rhymes and songs.

YEAR 1

<p>Vocabulary Knowledge 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.</p>	<p>Knowledge of Grammar 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.</p>	<p>Background Knowledge Children will read a wide range of texts to develop their knowledge of the world. They will also learn any essential contextual knowledge needed to adequately comprehend individual texts.</p>	<p>Rhetorical Devices Children will learn how techniques and words can be used by authors to make texts more interesting, fun and engaging to read.</p>	<p>Expressive Reading Children will learn through listening regularly to adults modelling reading, how understanding and engagement can be increased through use of prosody.</p>
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Year 1 Reading into Writing Example Plan

A Walk in the Woods

Session 1	Session 2	Session 3-5
<p>Book Introducing</p> <ul style="list-style-type: none"> Explain that the story setting is in some woods and that this is a familiar setting. Introduce the main characters from the story. Use the word transformation to explain how the book shows the woods transforming from one season to another. 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. <p>Model fluent reading</p> <ul style="list-style-type: none"> 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. Pre-teach the following vocabulary from the text before zooming into the autumn pages: ripe, crisp, buries, navy, peeks, glisten Read just the autumn pages of the again book pausing to model think alouds 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.' 	<p>Repeated Reading</p> <ul style="list-style-type: none"> 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, SPLASH! YUM! Making some words big and bold: cold, wet, juicy and ripe, peeks out, slowly. Repeating words: piles and piles; alliteration-puddles perfect, asking questions-What can you find? Who can you see? <p>Read and Respond</p> <ul style="list-style-type: none"> Children use the prompt sheet to draw themselves on an autumn walk adding the things they would like to see. Children then orally compose a sentence about their walk for an adult to scribe at the bottom. <p>Vocabulary Knowledge</p> <ul style="list-style-type: none"> 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. 	<p>Text sequencing</p> <ul style="list-style-type: none"> 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. <p>Shared Reading and Writing</p> <ul style="list-style-type: none"> 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.

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. **Year 1 Reading Approaches**

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 take part in 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"> ➤ exposure to a wide range of high-quality texts ➤ opportunities to hear repeated and expressive modelled reading of the same text by an adult ➤ the teaching of key vocabulary- largely Tier 2 ➤ discussion and teaching centred around key reading comprehension strategies ➤ engaging with and making personal responses to the text read, to support them to identify as a reader, and ➤ the teaching of grammar and authorial techniques in context. 	<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 at risk of falling behind are afforded additional reading opportunities with adults in school.</p> <div style="background-color: #006633; color: white; text-align: center; padding: 2px;">Intervention</div> <p>As well as offering extra 1:1 reading, any children who needs 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

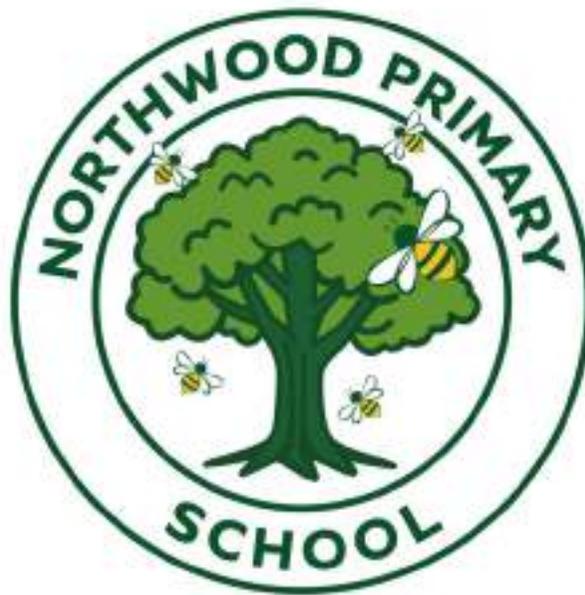
	Y1 Autumn												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Phonics	Review Phase 3	Review Phase 3 2+ digraphs	Review Phase 4 with longer words.	Phase 5: ay/ou/oy/ea	Phase 5-review longer words	Assess and Review Week (stop and secure)	Revisit and Review Week (stop and secure)	Phase 5-ir, ie, ue, u.	Phase 5-o, 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)
Reading into Writing Stimulus	Martha Maps it Out		In Every House in Every Street	On the Way Home	A Walk in the Woods		An Autumn Walk Around School	The Quiet Little Firework	The King's Hat	Rumplestiltskin	Paddington at the Palace	School event/Christmas event	
Shared Reading	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	

	Y1 Spring											
	1	2	3	4	5	6	7	8	9	10	11	12
Phonics	Phase 5-y, ea, wh oe/ou	Phase 5-y, ow, g, ph,	Phase 5- le, 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)
Reading into Writing Stimulus	I love the seasons: Winter	The Hungry Caterpillar's First Winter	My First Book of London	Nessie: The Loch Ness Monster	Zog	How to Catch a Leprechaun	Beegu		Toys in Space		Lost in the Museum	
Shared Reading	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

	Y1 Summer										
	1	2	3	4	5	6	7	8	9	10	11
Phonics	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/	Grow the Code: /or/ and review including word endings	Review
Reading into Writing Stimulus	The Three Billy Goats Gruff		Town Mouse and the Country Mouse – BBC Audio Story		How to Find Gold		Elephant Island		Recount Real event		
Shared Reading	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:

Word Reading	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:		
Fluency	Read at 90% accuracy.	
	Read an increasing number of words 'at a glance'.	
	Read at a rate that supports understanding (55 - 79 WCPM).	
	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.	
	Within shared texts read by an adult:	
	Mirror expression being modelled.	
In order to develop a deep understanding of the texts read with adults, children will need to be able to:		
Comprehension	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

KNOW IT: PHONICS-LITTLE WANDLE

New Learning

Prior Learning

YEAR 2

GPCs – learn to read 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 aur

/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

Tricky Words – learn to read

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

Children should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught
- so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarify to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being saying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense
 - d and done works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other

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 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.	Knowledge of Grammar 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.	Background Knowledge Children will read a wide range of texts to develop their knowledge of the world. They will also learn any essential contextual knowledge needed to adequately comprehend individual texts.	Rhetorical Devices Children will learn how techniques and words can be used by author's to make texts more interesting, fun and engaging to read.	Expressive Reading Children will learn through listening regularly to adults modelling reading, how understanding and engagement can be increased through use of prosody.
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Year 2 Shared Reading Structure					
	Monday	Tuesday	Wednesday	Thursday	Friday
	Stay in the Text	Engage with the Text	Engage with the Text	Engage with the Text	Fluency Friday
Use a quality fiction or non-fiction picture book (or a poem) 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.	Background Build <ul style="list-style-type: none"> Title Author Activate and connect Vocabulary Read Aloud (Adult) <ul style="list-style-type: none"> No asides - let the text weave its magic Comprehension Check-up <ul style="list-style-type: none"> Check basic understanding of the text verbally 	Background Build <ul style="list-style-type: none"> Vocabulary Re-Read Aloud (Adult) <ul style="list-style-type: none"> Have planned asides to show reactions and revisit vocabulary in context Let's Talk <ul style="list-style-type: none"> Paired/small group discussion linked to the text, promoting active listening 	Background Build <ul style="list-style-type: none"> Vocabulary Re-Read Aloud (Adult) <ul style="list-style-type: none"> MTYT for favourite phrases in the text Let's Talk <ul style="list-style-type: none"> Paired/small group discussion linked to the text, promoting active listening 	Background Build <ul style="list-style-type: none"> Vocabulary Re-Read Aloud (Adult) <ul style="list-style-type: none"> Re-read the story. Pause slightly before the favourite phrases to prompt participation – make sure everyone attends! Big Question <ul style="list-style-type: none"> 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 	Reading for an Audience <ul style="list-style-type: none"> Focus on one part of the text Teacher re-reads section to model fluency Teacher re-reads and children follow along Echo reading (teacher model, children echo) Paired reading, practising using prosody Stretch: practise reading another part of text that hasn't been modelled, thinking about where expression goes If appropriate, read to a wider audience (e.g. small group, whole class)

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.

Year 2 Reading Approaches

Phonics	Fluency	Shared Reading	Independent Reading
<p>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.</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. 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.</p>	<p>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:</p> <ul style="list-style-type: none"> ➤ exposure to a wide range of high-quality texts ➤ opportunities to hear repeated and expressive modelled reading of the same text by an adult ➤ the teaching of key vocabulary- largely Tier 2 ➤ discussion and teaching centred around key reading comprehension strategies ➤ engaging with and making personal responses to the text read, to support them to identify as a reader, and ➤ the teaching of grammar and authorial techniques in context. 	<p>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.</p>
<h3>Intervention</h3>			<h3>Stay in the Story</h3>
<p>Any children who have not passed the Year 1 Phonics Screening Check continue with catch up intervention sessions, as 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.</p>			<p>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.</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 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
Phonics	Review Phase 5 GPCs and Tricky Words							Review Phase 5 GPCs and Tricky Words						
Reading into Writing Stimulus	Hermelin – The Detective Mouse		The Bog Baby		Everyday Materials			Firefighters/Vlad & the Great Fire of London		Toby & the Great Fire of London		Frost Goblin		
Stay in the Story	Children's Choice and or Year 1 re-read 			Gorilla Anthony Browne	Dr Xargle's Book of Earthlets	Classic Fairy Tales – Cinderella Berlie Doherty			The Dark Lemony Snicket		Teacher's Choice Christmas Stories & Poems			
	Y2 Spring													
	1	2	3	4	5	6	7	8	9	10	11	12		
Whole Class Shared Reading	Phonics into fluency													
Reading into Writing Stimulus	The Rabbit Belongs to Emily Brown		Around the World in 80 Ways		The Disgusting Sandwich		Little Red and the Hungry Lion		Dear Mrs LaRue		Hom – Hot Places			
Stay in the Story	 Children's Choice		Charlie & The Chocolate Factory Roald Dahl			The Lost Thing Shaun Tan		Classic Fairy Tales – Rumpelstiltskin Berlie Doherty		Magic Far Away Tree Enid Blyton				
	Year 2 Summer													
	1	2	3	4	5	6	7	8	9	10				
Whole Class Shared Reading														
English Lesson Writing Hooks	Grandad's Secret Giant		Muddy Boots & Sunflower Shoots		A First book of the Sea	The Storm Whale		Come Away from the Shirley		At the Beach				
Stay in the Story	 Children's Choice			Danny, Champion of the World Roald Dahl			Flat Stanley Jeff Brown		Teachers Choice					

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 (85-109 WCPM) .
	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

YEAR 3/4 KNOW IT!

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

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

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

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.

New Learning

Prior Learning

TEACH IT!

YEAR 3/4

Year 3 and 4 National Curriculum Programmes of Study

Word Reading

Comprehension

Children should be taught to:

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- apply their growing knowledge of root words, prefixes and suffixes to read aloud

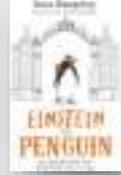
Children should be taught to:

- develop positive attitudes to reading and understanding of what they have read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling some orally
 - identifying themes and conventions in a wide range of books
 - preparing poetry and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying the main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say.

TEACH IT : LANGUAGE COMPREHENSION

YEAR 3

Structure Children will learn about the typical features and structures of the texts they read.	Themes Children will learn through discussion about the overarching ideas being explored in texts.	Perspective Children will learn that texts are written from different viewpoints. 1 st , 2 nd and 3 rd person in narrative and different points of view in non-fiction.	Context Children will be read a range of familiar/less familiar texts. Where texts are unfamiliar, they will be taught background knowledge to support comprehension.	Language/Grammar Choices Children will learn how language choices, as well as the complexity and formation of sentence structures, contributes to the author's style.
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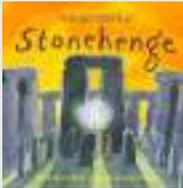
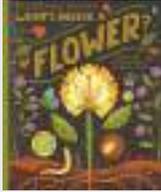
Pugs of the Frozen North 	The Ice Palace 	The Stolen Spear 	Wildsmith: Into the Dark Forest.. 	Iron Man 	Einstein the Penguin 
<p>Structure: Classic linear plot with events unfolding in chronological order. It follows a thrilling adventure across a magical landscape.</p> <p>Themes: -Friendship and Loyalty -Courage & Determination -Identity and Belonging -Adventure & Imagination</p> <p>Perspective: Third-person narrative, closely aligned with Shen and Sika's viewpoints. Readers experience their hopes, fears, and excitement, creating empathy and engagement.</p>	<p>Structure: Classic linear plot with events unfolding in chronological order. The story begins in a bleak, wintry village where Starjik, a sinister figure, steals children away. It follows Ivan's courageous journey across a frozen landscape to rescue his brother from the Ice Palace.</p> <p>Themes: Many themes are explored, but the key ones are: -Courage & Determination -Love and Loyalty -Good versus Evil</p>	<p>Structure: Classic linear plot with events unfolding in chronological order. The story follows Wolf, a young boy in the Bronze Age, as he becomes entangled in a dangerous quest to recover a stolen ceremonial spear, facing challenges that test his courage and loyalty.</p> <p>Themes: Many themes are explored, but the key ones are: -Courage and Responsibility -Identity and Belonging -Friendship and Trust -Tradition and Change</p>	<p>Structure: Linear structure with classic narrative structure, magic and fantasy features.</p> <p>Themes: Although different themes are explored, the key theme throughout is surrounded on respecting and conserving nature.</p> <p>Perspective: third person but focuses on Rowan's perspective.</p> <p>Context: set against the backdrop of war, seeking refuge, dark forests and magical creatures.</p>	<p>Structure: Classic linear plot with events unfolding in chronological order. The story begins with the mysterious arrival of the Iron Man, moves through his interactions with humans, and culminates in his heroic battle against the Space-Bat-Angel-Dragon to save the world.</p> <p>Themes: Many themes are explored, but the key ones are: -Fear and Understanding -Friendship and Trust -Identity and Belonging -Conflict and Resolution -Environmental and Cosmic Awareness</p>	<p>Structure: Classic linear plot with events unfolding in chronological order. The story begins when a mysterious penguin arrives at the home of Imogen and Arthur, and follows their adventure as they uncover secrets, face unexpected challenges, and learn about trust and responsibility.</p> <p>Themes: Many themes are explored, but the key ones are: -Friendship and Loyalty -Trust and Responsibility -Identity and Belonging -Curiosity and Discovery</p>

<p>Context: Set in a fantastical Arctic-inspired world, blending elements of classic adventure stories with whimsical humour and imaginative creatures.</p> <p>Language and Grammar: Uses figurative language and sensory description to capture the icy landscapes and magical encounters.</p> <p>Adds humour and character insight through witty dialogue and playful descriptions.</p> <p>Dialogue alternates between formal and informal registers, reflecting personality differences and moments of tension or comedy.</p>	<p>-Isolation and Community</p> <p>Perspective: Third-person narrative, closely aligned with Ivan's viewpoint. Readers experience his thoughts, fears, and hopes, creating empathy and tension.</p> <p>Context: Set in a timeless, fairy-tale-like landscape inspired by Russian folklore. Reflects universal themes of heroism, sacrifice, and resilience.</p> <p>Language and Grammar: Uses figurative language and sensory description to evoke the icy, hostile environment and the eerie presence of Starjik.</p> <p>Employs simple yet poetic phrasing, creating a haunting and atmospheric tone.</p> <p>Dialogue alternates between formal and informal registers, reflecting cultural traditions and emotional intensity.</p>	<p>Perspective: Third-person narrative, closely aligned with Wolf's viewpoint. Readers experience his thoughts, fears, and hopes, creating empathy and insight into his character and the world he inhabits.</p> <p>Context: Set in the Bronze Age, reflecting historical details of early human societies, rituals, and survival. The story blends archaeological knowledge with imaginative adventure.</p> <p>Language and Grammar: Uses figurative language and sensory description to evoke the harsh landscapes and cultural atmosphere of the Bronze Age.</p> <p>Adds humour and character insight through dialogue and Wolf's observations.</p> <p>Dialogue alternates between formal and informal registers, reflecting tribal hierarchy and personal relationships.</p>	<p>Language and Grammar: Use of strong verbs and adjectives to create vivid description, as well as simile and metaphor. Use of simple sentence structures.</p>	<p>Perspective: Third-person narrative, often shifting between Hogarth's viewpoint and an omniscient perspective. This creates tension and empathy while maintaining a sense of mystery around the Iron Man.</p> <p>Context: Written in the mid-20th century, reflecting post-war anxieties and optimism about technology and peace. Combines elements of science fiction, myth, and moral fable, making it both timeless and thought-provoking.</p> <p>Language & Grammar: Uses figurative language and sensory description to create vivid imagery of the Iron Man and the natural world.</p> <p>Employs simple yet poetic phrasing, making it accessible while retaining depth.</p> <p>Dialogue alternates between formal and informal registers, reflecting human reactions and Hogarth's innocence.</p>	<p>Perspective: Third-person narrative, closely aligned with Imogen and Arthur's viewpoints. Readers experience their emotions, thoughts, and interpretations of events, creating empathy and engagement.</p> <p>Context: Set in contemporary London, blending everyday family life with whimsical adventure.</p> <p>Language & Grammar: Uses figurative language and sensory description to bring Einstein the penguin and the city setting to life.</p> <p>Adds humour and character insight through witty dialogue and literal interpretations.</p> <p>Dialogue alternates between formal and informal registers, reflecting family dynamics and moments of tension or comedy.</p>
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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.

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

<p>The Secrets of Stonehenge</p> 	<p>Forces are Fantastic</p> 	<p>What's Inside a Flower?</p> 	<p>You wouldn't want to be an Egyptian mummy</p> 
<p>Structure: combines use of information, images, questions and captions. Glossary and timelines.</p> <p>Themes: Explores facts and theories linked to the mysteries of Stonehenge and why it was built.</p> <p>Perspective: present different perspectives to on Stonehenge to encourage critical thinking.</p> <p>Context: history and construction of Stonehenge-Stone Age Britain.</p> <p>Language and Grammar: Use of questions to support reader inquiry. Engaging and lively writing style.</p> <p>Neolithic, ritualistic, druids, antiquary, enclosure, alignment, solar.</p>	<p>Structure: separated into sections to explore aspects of forces. Includes headings/subheadings, labelled diagrams and a range of visual aids.</p> <p>Themes: Presents engaging and surprising elements to appeal to audience.</p> <p>Perspective: presented through the character of Science Girl.</p> <p>Context: forces and physics</p> <p>Language and Grammar: Use of rhetorical questions to connect with reader. Mix of both formal and informal writing features.</p> <p>Phenomenal, fundamental, process, universe, affect, impact, attraction.</p>	<p>Structure: Use of questions and pictures to guide and organise. Full of detailed illustrations as well as labelled diagrams. Includes a conclusion.</p> <p>Themes: Importance of investigating and appreciating the natural world.</p> <p>Perspective: presents the author's view on the importance of plants.</p> <p>Context: Flowers and nature.</p> <p>Language and Grammar: 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>Bloom, pollinators, countless, germinates, sprouts, nectar.</p>	<p>Structure: Includes contents, glossary and index. Use of fictional characters as well as factual information. Handy hints and use of informative captions.</p> <p>Themes: Ancient Egyptian beliefs on and approaches to the Afterlife.</p> <p>Perspective: 1st person narrative. Presents a light-hearted perspective on the mummification process. Asks the reader to imagine they were the mummy.</p> <p>Context: inside an Egyptian tomb</p> <p>Language and Grammar: 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>Preserved, elaborate, preparations, embalmed, organs, internal, instruments.</p>

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 selection of high quality texts and develop a positive reader identity.

Year 3 Reading Approaches

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>Fluency Blast Principles</p> <ul style="list-style-type: none"> Delivered to the whole class for anyone who is no longer accessing the phonics programme. Involves repeated reading of the same short wider curriculum text over a series of sessions. Incorporates pre-teaching of vocabulary, key background knowledge, as well as activating prior knowledge. Provides opportunities for modelled, choral, echo and performance reading. 	<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>Year 3 Whole Class Reading</p> <ul style="list-style-type: none"> Gradually introduces longer texts as the year progresses. Has a greater allocation of time to teach and practise fluency. Involves more oral comprehension than written. Develops children's speaking and listening skills through taking on different roles as part of the BIG question. 	<p>In Year 3 we want our children to be able to choose from a 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"> Continue to access scheme books, if this is deemed as more beneficial. Have their reading choices closely monitored by adults. Be encouraged to read a wide range of books, including comics, poems, non-fiction texts as well as narratives. 	<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> <div data-bbox="1563 679 2143 735" style="background-color: #006633; color: white; text-align: center; padding: 5px;">Intervention</div> <ul style="list-style-type: none"> 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

	Year 3													
	Autumn													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Whole Class Reading	 Fluency Blast Non-Fiction			The Iron Man Classic Science Fiction Ted Hughes				The Stolen Spear Historical Context Saviour Pirotta					Stars with flaming tails (Valerie Bloom) Poetry	
Writing Hooks	Foundations for writing Transcription Skills Basic Sentence Composition			The Iron Man Classic Science Fiction Ted Hughes		GOTCHA! A Fairy Tale Hide- and- Seek Clotilde Perin		The First Drawings Mordicai Gerstein		Stoneage Boy Historical Fiction Satoshi Kitamura			Stars with flaming tails You are...	
Stay in the Story	Teacher's Choice/Children's (short story)			The Iron Man		Big Book of the UK Non-Fiction		The Stolen Spear					Christmas Wishes- Poem Moira Andrew	
Spring														
1	2	3	4	5	6	7	8	9	10	11	12	13		
Whole Class Reading	 Fluency Blast Non-Fiction		My Heart is a poem Poetry	Pugs of the Frozen North Modern Adventure Phillip Reeve			Einstein the Penguin Funny Action Iona Rangeley				Life in an Iron Age Hillfort Juliet Kerrigan	Revolting Rhymes Poetry		
Writing Hooks	The Ice Palace Classic Adventure Robert Swindell			Pugs of the Frozen North Modern Adventure Phillip Reeve		Dear Winter Poetry	Cliffhanger Familiar Setting Jacqueline Wilson							
Stay in the Story	The Ice Palace Classic Adventure Robert Swindell			Pugs of the Frozen North Modern Adventure Phillip Reeve			Einstein the Penguin Funny Action Iona Rangeley				Revolting Rhymes Poetry			
Summer														
1	2	3	4	5	6	7	8	9	10	11				
Whole Class Reading	Fluency Blast Non-Fiction		Poetry Ted Hughes Poems for Children		Wildsmith: Into the Dark Forest Mystery Liz Flanagan					Rivers Non-Fiction Simon Chapman				
Writing Hooks	The Rhythm of the Rain Hybrid-fiction and non-fiction Graham Baker-Smith		Through the Keyhole Animation- Inside the tomb Scholastics		Spy Fox Literacy Shed		I Need my Monster Picture Book Amanda Noll			Spy Fox Literacy				
Stay in the Story	There's a Pharaoh in my Bath Funny Jeremy Strong				Wildsmith: Into the Dark Forest Mystery Liz Flanagan					Teacher's/Children's Choice				

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
Fluency Focus	Comprehension Focus	Comprehension Focus	Comprehension Focus	Performance Reading Teacher Spotlight
<p>Activating and Connecting-Oral</p> <p>What do we already know about zoos? Have you read any other books about zoos?</p> <p>Background Building-Oral What won't we know that could be useful to us before start?</p> <p>What is an advertisement? What does a radio with a dial look like?</p> <p>What words in the text could be challenging and what do they mean? Venture, precise, triumphantly, declare.</p> <p>Fluency Instruction</p> <p>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 style="text-align: center;">SUM IT UP!</p> <p>Which animals did the family actually go and see at the zoo and in what order?</p> <p>Background Building-Oral What won't we know that could be useful to us before start?</p> <p>Who was Albert Einstein? What does condensation look like on windows? What is lasagne?</p> <p>What words in the text could be challenging and what do they mean? Squabbling, tinge, reluctantly, preoccupied.</p> <p>Teacher Spotlight</p> <p>Model clarifying 'I think this means...' Model predicting 'Everything seems very normal but...'</p> <p>Let's Talk</p> <p>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>Background Building-Oral What won't we know that could be useful to us before start?</p> <p>Where is Australia and where is Antarctica?</p> <p>What words in the text could be challenging and what do they mean? Resignedly, scoffed, assent.</p> <p>Teacher Spotlight</p> <p>Model fluent reading Model making inferences about the character of Einstein 'I read this... I already know this.. so I think this...'</p> <p>Let's Talk</p> <p>Re-read these sections of the text again with a partner and discuss what you learn about Einstein-oral</p> <p>Comprehension Check Up</p> <p>What have you learnt about Einstein up to now? Written-list sentence using a stem is needed.</p>	<p style="text-align: center;">SUM IT UP! -Oral</p> <p>What are the most important events in chapter 4 so far?</p> <p>Somebody, wanted, but, so.</p> <p>Background Building-Oral What words in the text could be challenging and what do they mean? Transferred, sternly, menacingly, amiss.</p> <p>Teacher Spotlight</p> <p>Model fluent reading Model making predictions whilst reading 'After reading this again, I now think that...'</p> <p>Let's Talk</p> <p>Children discuss responses to the two different questions below. Text question: What might happen next?</p> <p>BIG Question</p> <p>In groups, taking on talk roles discuss and debate: Reader question: What would you like to happen next? Why? Share feedback following discussion time.</p>	<p>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.</p> <p style="text-align: center;">Reader's Theatre</p> <p>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>

Year 3 Reading Endpoints

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

Word Reading	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.
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 (100-124 WCPM).
	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.
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 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!

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

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.

KNOW IT: COMPREHENSION

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.

YEAR 4

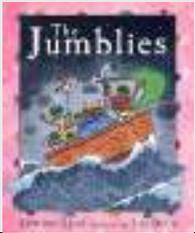
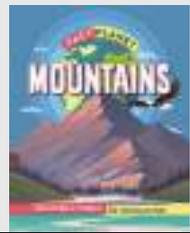
Structure Children will learn about the typical features and structures of the texts they read.	Themes Children will learn through discussion about the overarching ideas being explored in texts.	Perspective Children will learn that texts are written from different viewpoints. 1 st , 2 nd and 3 rd person in narrative and different points of view in non-fiction.	Context Children will be read a range of familiar/less familiar texts. Where texts are unfamiliar, they will be taught background knowledge to support comprehension.	Language/Grammar Choices Children will learn how language choices, as well as the complexity and formation of sentence structures, contributes to the author's style.
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In Year 4 children will learn about this through the following narrative texts:

Small	The Boy Who Met a Whale	Wild Robot	Kensuke's Kingdom	How to Train Your Dragon	The Battle of Bubble and Squeak
					
<p>Structure: Classic linear plot structure centred around one character.</p> <p>Themes: Friendship and self-acceptance.</p> <p>Perspective: First person narrative from the perspective of Harvey Small.</p> <p>Context: relatively familiar-school setting albeit an unusual school.</p> <p>Language and Grammar: humour created through use of language and dialogue. Use of shorter sentence structures throughout to create different effects.</p>	<p>Structure: follows a linear narrative structure.</p> <p>Themes: adventure and survival; friendship and trust; overcoming fear and grief.</p> <p>Perspective: third person mainly following Razi's point of view.</p> <p>Context: life on a fictional island modelled on Sri Lanka. Influenced by Indian Ocea trade routes- pirates and treasure-hunting legends.</p> <p>Language and Grammar: Use of descriptive imagery and figurative language. Use of foreshadowing. Precisely chosen action verbs to convey drama.</p>	<p>Structure: linear structure told in short episodic chapters, resembling fables.</p> <p>Themes: survival, adaptation, empathy, technology and nature.</p> <p>Perspective: third person perspective told from an outside voice.</p> <p>Context: remote wild island with no human inhabitants.</p> <p>Language and Grammar: Repeated use of fragment sentences for dramatic effect. Language used within dialogue is simple, without contractions to reflect Roz robotic nature. Repetition for effect.</p>	<p>Structure: Classic linear plot with events unfolding in chronological order.</p> <p>Themes: Survival and Resilience Friendship and Trust Identity and Belonging</p> <p>Perspective: First-person narrative told from Michael's perspective. His voice gives readers insight into his emotions, fears, and gradual understanding of Kensuke's life and choices.</p> <p>Context: Set in contemporary times but rooted in themes of global travel and cultural exchange. Reflects ideas of adventure, isolation,</p>	<p>Structure: 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.</p> <p>Themes: Courage and determination but also humans vs nature. Challenges stereotypes.</p> <p>Perspective: First person narrative from the perspective of Hiccup.</p> <p>Context: Fictional Viking world where strength and bravery are highly valued.</p> <p>Language and Grammar: Informal humorous style through use of colloquialisms. Longer sentences used</p>	<p>Structure: Classic linear plot with events unfolding in chronological order.</p> <p>Themes: Family and Conflict Compassion and Responsibility Identity and Belonging Compromise and Understanding</p> <p>Perspective: Third-person narrative, closely aligned with Sid's viewpoint. Readers experience his feelings, frustrations, and determination, creating empathy and insight into family dynamics.</p>

			<p>and the impact of war through Kensuke's backstory.</p> <p>Language and Grammar:</p> <p>Uses figurative language and sensory description to vividly portray the island's beauty and challenges.</p> <p>Adds humour and character insight through Michael's observations and literal interpretations.</p> <p>Dialogue alternates between formal and informal registers, reflecting cultural differences and evolving trust.</p>	<p>for dramatic effect. Dialogue throughout.</p>	<p>Context: Set in contemporary Britain, reflecting everyday family life and domestic challenges.</p> <p>Language and Grammar:</p> <p>Uses figurative language and sensory description to bring the gerbils and family interactions to life. Adds humour and character insight through literal descriptions and witty observations.</p> <p>Dialogue alternates between formal and informal registers, reflecting generational differences and emotional tension.</p>
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In Year 4 children will learn about this through the following poetry, play-scripts and non-fiction texts:

<p>The Jumblies poem</p> 	<p>The Rainmaker Danced Poem</p> 	<p>Big People Little Dreams Greta Thunberg</p> 	<p>Fact Planet: Mountains</p> 	<p>Wizard of Oz playscript</p> 
<p>Structure: A narrative poem with a clear sequence of events, following the whimsical journey of the Jumblies who set sail in a sieve. The poem unfolds in stanzas that progress chronologically, creating a sense of adventure and repetition.</p> <p>Themes: Many themes are explored, but the key ones are: Adventure and Curiosity Imagination and Absurdity Persistence and Optimism Community and Belonging</p> <p>Perspective: Third-person narrative voice, playful and humorous, observing the Jumblies' actions and adventures from an external viewpoint.</p> <p>Context: Written in the Victorian era as part of Edward Lear's tradition of nonsense poetry.</p> <p>Language and Grammar: Uses rhyming verse, repetition, and invented words to create rhythm and musicality. Rich in figurative language and sensory description, evoking vivid and absurd imagery.</p>	<p>Structure: A collection of narrative and lyrical poems organised into thematic sections. Each poem stands alone but contributes to an overarching exploration of nature, imagination, and human connection. The sequence creates rhythm and variety, blending humour with thought-provoking ideas.</p> <p>Themes: Many themes are explored, but the key ones are: Nature and Environment Imagination and Creativity Cultural Identity and Diversity Hope and Renewal</p> <p>Perspective: Varied perspectives across poems, including human voices, mythic figures, and personified elements of nature. This diversity invites readers to see the world through multiple lenses.</p> <p>Context: Contemporary poetry collection reflecting modern concerns about ecology, cultural heritage, and the role of art in inspiring change. Influenced by oral traditions and Caribbean storytelling rhythms.</p>	<p>Structure: Biographical narrative presented in chronological order, following Greta's life from childhood to her rise as a global climate activist. Illustrated pages combine short, accessible text with visuals to engage readers.</p> <p>Themes: Many themes are explored, but the key ones are: Environmental Responsibility Courage and Determination Identity and Belonging Action and Change</p> <p>Perspective: Third-person narrative. Focuses on Greta's perspective and experiences, helping readers empathise with her motivations and challenges.</p> <p>Context: Contemporary biography reflecting modern concerns about climate change and sustainability. Highlights Greta's role in initiating the School Strike for Climate and influencing global environmental policy discussions.</p> <p>Language and Grammar: Uses clear, accessible language combined with figurative and sensory</p>	<p>Structure: Non-fiction text organised into clear, themed sections—typically covering how mountains form, types of mountains, famous ranges and peaks, mountain ecosystems, wildlife, human exploration, and environmental issues. Pages use chronological sequences (e.g., geological timelines) and diagram-led explanations to build understanding step by step.</p> <p>Themes: Many themes are explored, but the key ones are: Earth Processes and Change Exploration and Discovery Adaptation and Survival Environmental Responsibility</p> <p>Perspective: Third-person informative narrative with a child-friendly, accessible voice. The text often includes direct address ("you") to invite readers to notice, compare, and think like geographers and scientists.</p> <p>Context: Contemporary non-fiction aligned with geography and science curricula. Connects global locations with real-world topics like climate systems, biodiversity, and human culture, making</p>	<p>Structure: A playscript format with dialogue and stage directions, organised into acts and scenes that follow the classic linear plot of The Wizard of Oz. Events unfold chronologically: Dorothy's life in Kansas, the tornado, her journey through Oz, and the resolution when she returns home.</p> <p>Themes: Many themes are explored, but the key ones are: Friendship and Loyalty Identity and Belonging Courage and Self-Discovery Hope and Perseverance</p> <p>Perspective: Third-person stage directions combined with direct speech in dialogue. The audience experiences the story through characters' spoken words and actions, rather than internal thoughts.</p> <p>Context: Adapted from L. Frank Baum's classic novel for performance. Reflects traditions of children's theatre and educational playscripts, designed to teach dramatic conventions such as stage directions, character cues, and dialogue delivery.</p>

<p>Employs a formal poetic structure with playful tone, encouraging interpretation and delight in nonsense.</p>	<p>Language and Grammar: Uses figurative language, sensory description, and personification to animate natural forces. Employs a mix of rhyming verse, free verse, and playful structures to create musicality and surprise. Alternates between formal and informal registers.</p>	<p>description to make complex issues understandable. Includes formal and informal registers to balance factual accuracy with engaging storytelling. Illustrated elements reinforce meaning and aid comprehension.</p>	<p>mountains relevant to modern environmental discussions and everyday learning.</p> <p>Language and Grammar: Uses precise, factual vocabulary alongside figurative and sensory description to help readers picture landscapes and conditions. Mixes formal register for scientific explanation with an engaging, conversational tone to sustain interest. Employs headings, captions, labels, maps, timelines, and infographics to scaffold understanding and show sequence clearly.</p>	<p>Language and Grammar: Uses playscript conventions: character names in bold, dialogue lines, and stage directions in brackets. Dialogue alternates between formal and informal registers, reflecting character personalities and tone shifts. Includes figurative language and sensory description in stage directions to guide performance.</p>
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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 range of key texts and develop a positive reader identity.

Year 4 Reading Approaches

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>Fluency Blast Principles</p> <ul style="list-style-type: none"> Delivered to the whole class for anyone who is no longer accessing the phonics programme. Involves repeated reading of the same short wider curriculum text over a series of sessions. Incorporates pre-teaching of vocabulary, key background knowledge, as well as activating prior knowledge. Provides opportunities for modelled, choral, echo and performance reading. 	<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>Year 4 Whole Class Reading</p> <ul style="list-style-type: none"> Gradually introduces longer texts, with more unfamiliar settings and structures, as the year progresses Has a greater allocation of time to teach and practise fluency. Involves more oral comprehension than written. Develops children's speaking and listening skills through taking on different roles, as part of the BIG question. 	<p>In Year 4 we want our children to be able to choose from a 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"> Continue to access scheme books if this is deemed as more beneficial. Have their reading choices closely monitored by adults. Be encouraged to read comics, poems, non-fiction texts as well as narratives. 	<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> <p style="text-align: center;">Intervention</p> <ul style="list-style-type: none"> Children who are still accessing phonics will continue to have tailored 'catch up' sessions as a priority. 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 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

	Year 4													
	Autumn													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Whole Class Reading	 Fluency Blast <i>Non-Fiction</i>		The Boy Who Met a Whale <i>Different Culture</i> Nizrana Farook					The Battle of Bubble and Squeak <i>Classic</i> Philippa Pearce				Big People Little Dreams Greta Thunberg	The Rainmaker Danced Poetry	
Writing Hooks	Foundations for writing Transcription Basic sentence structure Basic Punctuation		After the Fall Picture book fantasy		Around the World in Eighty Days <i>Classic Short Read</i> Usborne Young Reader			Leo and the Gorgon's Curse <i>Graphic Novel</i>				The Christmas Eve Tree		
Stay in the Story	Teacher's Choice		The Boy Who Met a Whale <i>Different Culture</i> Nizrana Farook					The Battle of Bubble and Squeak <i>Classic</i> Philippa Pearce				Big People Little Dreams – Greta Thunberg	The Rainmaker Danced Poetry	
Spring														
1	2	3	4	5	6	7	8	9	10	11	12	13		
Whole Class Reading	 Fluency Blast <i>Non-Fiction</i>	How to Train a Dragon (Cressida Cowell) <i>Adventure/Fantasy</i>					Small <i>Modern Funny</i> Hannah Moffat				The Jumblies Poetry	Fact Planet: Mountains <i>Non-Fiction</i>		
Writing Hooks	Escape from Pompeii Christina Balit			How to Train a Dragon Cressida Cowell			Small Hannah Moffat		Leon and the Place Between Angela McAllister		The Door Poetry Miroslav Holub			
Stay in the Story	<i>Children's Choice</i>	How to Train a Dragon (Cressida Cowell) <i>Adventure/Fantasy</i>					Small <i>Modern Funny</i> Hannah Moffat				<i>Children/Teachers Choice</i>			
Summer														
1	2	3	4	5	6	7	8	9	10	11				
Whole Class Reading	The Wild Robot Peter Brown <i>Science Fiction</i>			 Fluency Blast <i>Non-Fiction</i>	The Wonderful Wizard of Oz- <i>Playscript</i>		Kensuke's Kingdom Micheal Morpurgo <i>Modern Classic</i>							
Writing Hooks	The Wild Robot			Unfolding Journeys: Rocky Mountain Explorer		Unfolding Journeys: Rocky Mountain Explorer			The Rockies-Tourist Leaflet					
Stay in the Story	The Wild Robot (Peter Brown) <i>Science Fiction</i>				The Wonderful Wizard of Oz- <i>Playscript</i>		Kensuke's Kingdom (Micheal Morpurgo) <i>Modern Classic</i>							

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 style="text-align: center;">Fluency Focus</p> <p style="text-align: center;">Activating and Connecting-Oral</p> <p>Where have you heard, read about or seen giants before?</p> <p style="text-align: center;">Background Building-Oral</p> <p style="text-align: center;">What won't we know that could be useful to us before start?</p> <p>What does a muddy swamp look like? What does boggy mean? What are stilts?</p> <p style="text-align: center;">What words in the text could be challenging and what do they mean? Faded, eager, sludge-brown, beamed.</p> <p style="text-align: center;">Fluency Instruction</p> <p>I read, you follow in pairs. I read again, you track individually.</p> <p>You scan and spot key vocabulary, I remind you about meaning.</p> <p>We do choral reading activities,</p> <p>We do, then you do echo reading, in 2s/3s.</p>	<p style="text-align: center;">Comprehension Focus</p> <p style="text-align: center;">Activating and Connecting</p> <p>What is the weirdest gift you have ever received? What made it weird and how did you react?</p> <p style="text-align: center;">Background Building-Oral</p> <p style="text-align: center;">What words in the text could be challenging and what do they mean? Blurted, hinges, clomp, prodding.</p> <p style="text-align: center;">Teacher Spotlight</p> <p>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:</p> <p style="text-align: center;">I have spotted...I know that...This tells me...</p> <p>Model clarifying strategies, again using sentence stems and think alouds: I think by Smalls, the giant mean humans.</p> <p style="text-align: center;">Let's Talk</p> <p>Discuss the question and then attempt a written response using sentence stems.</p> <p>Why do you think that Harvey might have given the wrong answer to the sum?</p>	<p style="text-align: center;">Comprehension Focus</p> <p style="text-align: center;">SUM IT UP</p> <p>Model the somebody, wanted, but, so strategy asking the children to input.</p> <p>Somebody: Harvey's mum</p> <p>Wanted: to get Harvey into the gifted school for giants.</p> <p>But: Harvey isn't a giant</p> <p>So: she bought him stilts and pretended that he was.</p> <p style="text-align: center;">Activating and Connecting</p> <p>What school rules can you think of yourself?</p> <p style="text-align: center;">Background Building</p> <p>Vocabulary: Remains, worry wart, gawped, despair.</p> <p>What is a marsh?</p> <p>What is algae? What does a dorm room look like?</p> <p style="text-align: center;">Teacher Spotlight</p> <p>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 style="text-align: center;">Let's Talk</p> <p>Look at the rules again and clarify something you have misunderstood. Ask questions to help you to do this.</p>	<p style="text-align: center;">Comprehension Focus</p> <p style="text-align: center;">Activating and Connecting</p> <p>What do we already know about castles? What castles have you seen or learnt about?</p> <p style="text-align: center;">Background Building-Oral</p> <p>Vocabulary: gawking, menacingly, hilarious, humiliating.</p> <p>What is moss? What are spectacles? What does a wooden club look like?</p> <p style="text-align: center;">Teacher Spotlight</p> <p>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 style="text-align: center;">Let's Talk</p> <p>Continue to read other key extracts about the castle and ask the children to picture and discuss what they imagine.</p> <p style="text-align: center;">BIG Question-15 minutes</p> <p>In groups, taking on talk roles discuss and debate:</p> <p>Reader question: If you had to persuade someone to spend the night here what would you say?</p> <p>Share feedback following discussion time.</p>	<p style="text-align: center;">Comprehension Focus</p> <p style="text-align: center;">Comprehension Check Up</p> <p style="text-align: center;">Teacher Spotlight: I do modelling</p> <p style="text-align: center;"><u>I do:</u> Why might the giant school be so far away from the Small cities?</p> <p>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 aloud.</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 style="text-align: center;"><u>We do:</u> Why might Harvey's stomach have flipped when Mr Ogg say the word home?</p> <p>Discuss this and then give the children sentence stems to complete a written response.</p> <p style="text-align: center;"><u>You do:</u> Why do you think that Harvey faints?</p>

Year 4 Reading Endpoints

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.
Within age-appropriate texts that they can read themselves:	
Fluency	Read at 90% accuracy.
	Read at a rate that supports understanding (115-139 WCPM) .
	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

YEAR 5/6 KNOW IT!

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.

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

existence

aggressive

photograph

microscope

avail-of use able-able to available -able to be of use	exist-to live ence-the quality of existence -the quality of living	aggress-to attack ive-nature of aggressive -an attacking nature	photo-using light graph-to write photograph -to write with light	micro-small scope-range microscope -an instrument to view a small range.
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New

Prior

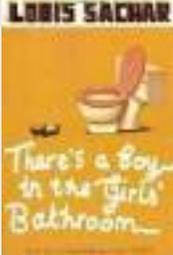
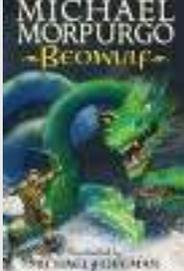
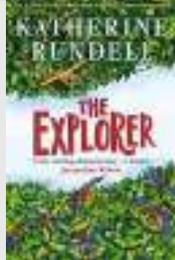
KNOW IT: COMPREHENSION

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.

YEAR 5

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 st , 2 nd and 3 rd 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:

					
<p>Structure: Classic linear plot with events unfolding in chronological order. The story follows Bradley Chalkers' journey from being an isolated, misunderstood troublemaker to developing friendships and self-confidence through the help of Carla, the school counsellor.</p> <p>Themes: Many themes are explored, but the key ones are: Identity and belonging – Bradley's struggle to fit in and find acceptance. Trust and Responsibility – Building trust with others and taking responsibility for actions.</p>	<p>Structure: Classic detective plot with events unfolding in chronological order. The story begins with Hal Beck boarding the royal train, the Highland Falcon, and follows his adventure as he investigates a daring jewel theft during the journey.</p> <p>Themes: Many themes are explored, but the key ones are: Trust and Responsibility – Hal's growing sense of responsibility as he takes on the role of detective. Identity and Belonging – Hal's feelings of being an</p>	<p>Structure: The book follows a classic three-act structure following the journey of the main character, Minnie and the struggle she faces with her Giant, Spec.</p> <p>Themes: The themes that are explored throughout this book are love, power, identity, ethical choices and resistance to unjust systems. The book presents these themes through the imaginative setting of a fictitious world.</p> <p>Perspective: Third-person narrative which closely follows the main</p>	<p>Structure: Well-known legend with events unfolding in chronological order. The story follows Beowulf's heroic journey: his battle with Grendel, the fight with Grendel's mother, and his final confrontation with the dragon.</p> <p>Themes: Many themes are explored, but the key ones are: Heroism and Bravery – The courage required to face overwhelming danger. Loyalty and Honour – The warrior code and the importance of reputation.</p>	<p>Structure: Classic linear plot with events unfolding in chronological order, adapted from Shakespeare's original play into a prose narrative for primary school readers. The story follows the tragic love between Romeo and Juliet, from their first meeting to their untimely deaths.</p> <p>Themes: Many themes are explored, but the key ones are: Love and Passion – The impulsiveness of young love. Conflict and Division – The destructive power of</p>	<p>Structure: Classic linear plot with events unfolding in chronological order. The story begins with a plane crash in the Amazon rainforest and follows four children as they struggle to survive, navigate the jungle, and uncover its secrets.</p> <p>Themes: Many themes are explored, but the key ones are: Survival and Resilience: Overcoming fear and adapting to harsh conditions. Friendship and Trust – Building bonds and working together in adversity.</p>

<p>Change and Growth – Personal transformation through empathy and support. Friendship and Self-Worth – How relationships shape confidence and character.</p> <p>Perspective: Third-person narrative, closely aligned with Bradley's viewpoint. Readers experience his thoughts, feelings, and interpretations of events, creating empathy and insight into his insecurities and growth.</p> <p>Context: Set in a contemporary American elementary school. Reflects everyday challenges of childhood, including bullying, peer pressure, and the importance of emotional support systems.</p> <p>Language and Grammar: Uses figurative language and sensory description to convey Bradley's emotions and the school environment. Adds humour and character insight through literal descriptions and Bradley's unique perspective. Dialogue alternates between formal and informal registers, reflecting interactions between children and adults. Narrative invites readers to interpret and contrast probability, theory,</p>	<p>outsider and finding friendship with Lenny. Curiosity and Discovery – The excitement and risk of solving mysteries. Class and Social Status – Contrasts between royalty, staff, and passengers aboard the train.</p> <p>Perspective: Third-person narrative, closely aligned with Hal's viewpoint. Readers experience his observations, deductions, and emotions, creating empathy and insight into his character.</p> <p>Context: Set in contemporary Britain aboard a royal steam train, blending modern life with nostalgic elements of classic railway travel. Reflects traditions of detective fiction and adventure stories for children.</p> <p>Language and Grammar: Uses figurative language and sensory description to capture the grandeur of the train and the tension of the mystery. Adds humour and character insight through Hal's literal interpretations and quirky observations. Dialogue alternates between formal and informal registers, reflecting differences in</p>	<p>characters thoughts, feelings and experiences.</p> <p>Context: The novel is set on a fictional island society where giants are assigned to human children as carers. When children turn twelve, they must kiss their giant goodbye, turning them into stone to be used as building material. This practice is treated as normal, necessary and even celebrated by those in power. This story reflects a society that normalises injustice through tradition, fear and propaganda.</p> <p>Language and Grammar: Various language features and grammatical choices are used within this text including emotive and figurative language to encourage empathy and reinforce contrast. Symbolic language is used to symbolise the exploitation of the giants which allows the story to work on a literal and figurative level. Some of the main grammatical choices that are used include modal verbs, passive voice and dialogue. These features are used to emphasise the authority of certain characters, remove responsibility by normalising cruelty and highlight the power imbalances between the two groups.</p>	<p>Mortality and Legacy – The inevitability of death and the desire to be remembered. Good versus Evil – The struggle between monstrous forces and human strength.</p> <p>Perspective: Third-person narrative, told in a vivid, descriptive style that brings the epic to life for modern readers. Closely aligned with Beowulf's viewpoint during key battles, creating tension and empathy.</p> <p>Context: Based on the Old English epic poem, set in a Scandinavian warrior culture during the early medieval period. Reflects themes of Anglo-Saxon and Viking society, oral storytelling traditions, and the heroic ideal.</p> <p>Language and Grammar :Uses figurative language and sensory description to evoke the grandeur of battles and the harshness of the setting. Incorporates formal and elevated register to mirror the tone of epic storytelling, while making it accessible for modern readers. Dialogue and narration invite readers to interpret and contrast probability, theory, observation, sequence, and the unique nature of heroism in classic literature.</p>	<p>family feuds and societal expectations. Fate and Free Will – The tension between destiny and personal choice. Identity and Belonging – Struggles with loyalty to family versus loyalty to love.</p> <p>Perspective: Third-person narrative, simplified and adapted from Shakespeare's text for accessibility. Closely aligned with the viewpoints of Romeo and Juliet, allowing readers to experience their emotions and dilemmas.</p> <p>Context: Based on Shakespeare's original play set in Renaissance Verona, Italy. Reflects themes of Elizabethan drama, social hierarchy, and the consequences of rigid traditions. This retelling makes the classic story approachable for modern readers.</p> <p>Language and Grammar: Uses figurative language and sensory description to capture the love within and tension of key scenes. Adds humour and character insight through dialogue and descriptive detail, while maintaining the tragic tone. Dialogue alternates between formal and informal</p>	<p>Identity and Belonging – Discovering inner strength and purpose. Exploration and Discovery – The thrill and responsibility of venturing into the unknown. Environmental Awareness – Respect for nature and its fragility.</p> <p>Perspective: Third-person narrative, closely aligned with the viewpoints of the children (Fred, Con, Lila, and Max). This perspective allows readers to experience their emotions, fears, and triumphs.</p> <p>Context: Set in the Amazon rainforest, reflecting themes of adventure and survival. Draws on traditions of classic exploration stories while incorporating modern concerns about conservation and human impact on nature.</p> <p>Language and Grammar : Uses figurative language and sensory description to vividly portray the jungle's beauty and danger. Adds humour and character insight through literal interpretations and sharp observations. Dialogue alternates between formal and informal registers, reflecting personality differences and moments of tension.</p>
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<p>observation, sequence, and the unique nature of personal growth and human relationships.</p>	<p>social class and personality. Narrative invites readers to interpret and contrast probability, theory, observation, sequence, and the unique nature of detective stories.</p>			<p>registers, reflecting class distinctions and emotional intensity. Narrative invites readers to interpret and contrast probability, theory, observation, sequence, and the unique nature of love and fate.</p>	<p>Narrative invites readers to interpret and contrast probability, theory, observation, sequence, and the unique nature of discovery and human resilience.</p>
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The Jabberwocky- Narrative Poetry Lewis Carroll	Adventures of Isabel - Performance Poetry. Ogden Nash	The Anglo-Saxons are Coming!	Let's save the Amazon	How to spot fake news	Epic Adventures
					
<p>Structure: 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>Themes: Good vs evil; courage and bravery.</p> <p>Perspective: third person narrator</p> <p>Context: Lewis Carroll wrote <i>Jabberwocky</i> in 1871 as part of his book <i>Through the Looking-Glass and What Alice Found There</i>, the sequel to <i>Alice's Adventures in Wonderland</i>.</p> <p>Language and Grammar: 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</p>	<p>Structure: 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>Rhythm and Rhyme: AABB rhyming pattern with musical rhythm—therefore good for oral delivery.</p> <p>Prosody: The exaggerated scenarios (witch, bear, doctor, etc.) invite gestures, tone changes, and audience engagement.</p> <p>Tempo: Moderate to fast, to match the adventurous tone.</p> <p>Pitch: Rising and falling dramatically to highlight Isabel's calmness versus the exaggerated threats.</p> <p>Stress: Emphasize the last stressed syllable in each line for comic effect.</p>	<p>Structure: 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>Themes: historical invasion and settlement.</p> <p>Perspective: third person informative perspective.</p> <p>Context: Historical-period after the Romans left Britain.</p> <p>Language and Grammar: 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>Structure: Non-fiction text organised into clear sections, each focusing on different aspects of the Amazon rainforest: its biodiversity, importance to the planet, threats it faces, and actions we can take to protect it. Includes illustrations, maps, and factual captions to support understanding.</p> <p>Themes: Environmental responsibility, culture and change, and global issues</p> <p>Perspective: third person informative perspective</p> <p>Context: Contemporary non-fiction reflecting global concerns about deforestation, climate change, and sustainability. Highlights real-world environmental issues and solutions relevant to modern society.</p>	<p>Structure: Organised with an introduction followed by sections with headings. Includes step by step guidance, case studies and examples and summaries and checklists.</p> <p>Themes: critical thinking about media literacy.</p> <p>Perspective: third person informative perspective.</p> <p>Context: Reflects modern concerns about digital literacy, online safety, and the impact of false information on society and decision-making.</p> <p>Language and Grammar: 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>Structure: Organised into sections, with each one detailing a different train journey from real life. The book combines factual information with narrative elements, maps, and illustrations.</p> <p>Themes: world cultures, famous landmarks and incredible inventions.</p> <p>Perspective: third person informative perspective, with some first person extracts.</p> <p>Context: Contemporary non-fiction aimed at children. Reflects modern interest in sustainable travel, geography, and cultural appreciation, while drawing on the romanticism of classic train journeys.</p> <p>Language and Grammar: Uses descriptive and figurative language to evoke the beauty and</p>

<p>words within a correct sentence structure subject + verb + object so can still be followed.</p>			<p>Language and Grammar: Uses clear, factual language combined with figurative and sensory description to convey the beauty and fragility of the rainforest. Mixes formal register for scientific facts with informal, motivational tone to inspire action. Includes diagrams, maps, and captions to reinforce meaning and aid interpretation.</p>		<p>uniqueness of each destination. Incorporates sensory detail and vivid imagery alongside factual content. Mixes formal register for accurate information with informal, engaging tone for accessibility. Includes maps, diagrams, and illustrations to support comprehension and interpretation.</p>
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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.

Year 5 Reading Approaches

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.</p> <p>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>Year 5 Whole Class Reading</p> <ul style="list-style-type: none"> • Includes a broader range of texts with a wider range of structural elements. • Has more of a focus on developing oral responses that are then transferred succinctly into written form. • Encourages children to further question the texts that they read, evaluating the information and considering purpose, viewpoint and audience. • Focuses on using their understanding of the meaning being conveyed through sentence structure, to enable them to read aloud with appropriate prosody. • Builds pupils' reading stamina through increasing the expectations for independent reading within some sessions. 	<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"> • Be encouraged to broaden their reading habits by taking on recommended reads from adults and peers. • Have access to a range of books by the same author so they can make comparisons and read books in a series. • Continue to develop their own readerly habits in terms of the books they enjoy reading and the environments they like to read in. 	<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> <p style="text-align: center;">Intervention</p> <ul style="list-style-type: none"> • Children who are still accessing phonics will continue to have tailored 'catch up' sessions as a priority. • 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 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 5 English Curriculum Key Texts

	Year 5													
	Autumn													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Whole Class Reading	 Fluency Blast Non-Fiction	There's a Boy in the Girls' Bathroom (Louis Sachar) <i>Realistic Fiction</i>						Highland Falcon Thief (M.G Leonard) <i>Mystery</i>				Anglo Saxons are coming <i>Non-Fiction</i>		
Writing Hooks	Foundations for Writing Transcription Sentence Structure		There's a Boy in the Girls' Bathroom Louis Sachar		Inside the Villains Picture Book		There's a Boy in the Girls' Bathroom Louis Sachar		Charlie Changes into a Chicken Sam Copeland <i>Modern Funny</i>				Twas the Night Before Christmas	
Stay in the Story	A day in the life of an astronaut, Mars and distant stars Mike Barfield <i>Non-Fiction</i>		There's a Boy in the Girls' Bathroom (Louis Sachar) <i>Realistic Fiction</i>						Highland Falcon Thief (M.G Leonard) <i>Mystery</i>					
Spring														
1	2	3	4	5	6	7	8	9	10	11	12	13		
Whole Class Reading	The Adventures of Isabelle Poetry		Giant (Nicola Skinner) <i>Modern Adventure</i>				Epic Adventures Sam Sedgman		Beowulf (Michael Morpurgo) <i>Historical Context</i>				How to spot fake news <i>Non-fiction</i>	
Writing Hooks	The Abbey Literacy Shed		How to Live Forever Picture Book Colin Thompson			The Raven <i>Narrative Poetry</i>		Vikings: Invasion of Lindisfarne			Beowulf (Michael Morpurgo)			
Stay in the Story	The Works - Key Stage 2 Pie Corbett		Giant (Nicola Skinner) <i>Modern Adventure</i>				Beowulf (Michael Morpurgo)							
Summer														
1	2	3	4	5	6	7	8	9	10	11				
Whole Class Reading	Romeo and Juliet <i>Jon Mayhew and Barbara Vagnozzi</i>			Playing with Plays-Romeo and Juliet <i>Playscript</i>		Jabberwock <i>Lewis Carroll Poetry</i>		The Explorer (Katherine Rundell) <i>Mystery/Adventure</i>				Let's Save the Amazon <i>Non-Fiction</i>		
Writing Hooks	Romeo and Juliet: Juliet's Diary Entry			Romeo and Juliet Friar Laurence's Persuasive Speech			The Rainforest Book Charlotte Milner		The Explorer Katherine Rundell					
Stay in the Story	Viking Boy Tony Bradman						The Explorer (Katherine Rundell) <i>Mystery/Adventure</i>				Let's Save the Amazon <i>Non-Fiction</i>			

Year 5 Example Whole Class Narrative Reading Sequence

The Giant: week reading unit

Pre-reading short session: Book Introduction-Oral Has anyone read any other books which include mythical characters such as giants?

Activating and Connecting-Oral – Look at the map on the inside of the page. Have we ever seen maps like this before? What clues do you see?

What do you already know about?

Session 1-Opening section	Session 2-based on P19-21	Session 3- based P26 - 27	Session 4-based on 30-31	Session 5-32 & 33
<p>Comprehension Focus Teacher Spotlight Read the opening to the story 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 the roles of humans and giants on the islands during the great war of 1803.</p> <p>Explain that based on how it is written, the impression we get of the humans and giants is very different and on the whole, giants are bad and the cause for all difficulties on the island.</p> <p>Look at this question together: What does the opening of the text reveal about giants?</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>Comprehension Focus Background Building-Oral What words in the text could be challenging and what do they mean? lagoon. Jackal, vast</p> <p>Teacher Spotlight Read P19 - 21 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 Minnie might be in different to other children on the island. Display the sections of the text that give this impression.</p> <p>Let's Talk What else in the text might suggest that she is different?</p> <p>Children to re-read P19-21 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>Comprehension Focus SUM IT UP Model the somebody, wanted, and then get the children to come up with the but and so in pairs. Somebody: Minnie Wanted: her giant to swim with her But: So: Background Building Vocabulary: forbidden, servants, ownership Teacher Spotlight Re-read P26-27. Explain how this note is a side note to what is happening with Minnie & Spec at the lagoon. Stop and pause at sections to model thinking around the severity of the guides around giant ownership.</p> <p>BIG QUESTION- oral discussion in groups then children make their own written response.</p> <p>Why do you think Minnie is completely disregarding the Giant ownership rules?</p>	<p>Comprehension Focus Background Building-Oral Vocabulary: What is an emergency? What might happen in an emergency? SUM IT UP! Before moving in on in the text get the children to quickly summarise the main events in the story so far. Teacher Spotlight 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 y made Minnie so desperate to have Speck swim with her? Explain that by asking questions it allows us to gain a deeper understanding of the text. By considering this question I am now contemplating Minnie's state of mind at this point and making further predictions about her fate. Let's Talk Come up with 3 of your own BIG questions you have after reading this section and discuss them with a partner.</p>	<p>Reading Stamina Focus Background Building Vocabulary: servant, ceremony, vulgar, bonnet</p> <p>Independent Reading Extended Reading Children to read P32 and P33 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>SUM IT UP! 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. Comprehension Check-Up Answer 4 retrieval questions based on their independent reading of P32 & 33</p>

Year 5 Reading Endpoints

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

Word Reading	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.
Within age-appropriate texts that they can read themselves:	
Fluency	Read at 90% accuracy.
	Read at a rate that supports understanding (130-154 WCPM).
	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.
In order to develop a deep understanding of the texts read by themselves and with adults, children will need to be able to:	
Comprehension	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

YEAR 5/6 KNOW IT!

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.

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
~~ence~~-the quality of
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

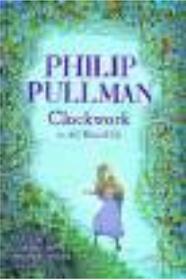
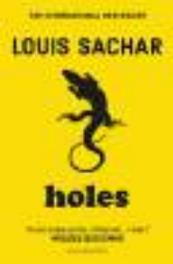
micro-small
scope-range
microscope-an instrument to view a small range.

KNOW IT: COMPREHENSION

YEAR 6

Structure Children will learn about the typical features and structures of the texts they read.	Themes Children will learn through discussion about the overarching ideas being explored in texts.	Perspective Children will learn that texts are written from different viewpoints. 1 st , 2 nd and 3 rd person in narrative and different points of view in non-fiction.	Context Children will be read a range of familiar/less familiar texts. Where texts are unfamiliar, they will be taught background knowledge to support comprehension.	Language/Grammar Choices Children will learn how language choices, as well as the complexity and formation of sentence structures, contributes to the author's style.
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In Year 6 children will learn about this through the following narrative texts:

				
<p>Structure Classic linear plot with events unfolding in chronological order. The story follows Jim Jarvis's journey from losing his mother and home, through his struggles in the workhouse and on the streets, to finding hope with Dr Barnardo.</p> <p>Themes Many themes are explored, but the key ones are: Poverty and Social Inequality – The stark divide between rich and poor in Victorian England.</p>	<p>Structure Classic linear plot with events unfolding in chronological order. The story begins with a shipwreck and follows Syms Covington's survival journey, his encounter with the mysterious dragon, and the moral dilemmas that arise. It adds to complexity by blending historical fact and fiction, including historical figures and events.</p> <p>Themes</p>	<p>Structure Classic mostly linear plot with events unfolding in generally chronological order. There are scenes with flashbacks to reveal the main character's past and what happened to side characters when they were separated. The story begins with Stella joining the Polar Bear Explorers' Club and follows her adventures through the icy wilderness, facing magical creatures and unexpected dangers.</p>	<p>Structure Events unfolding in mostly chronological order, but with an intricate frame narrative. The story begins in a German town with a writer and a clockmaker and gradually intertwines their tales with the chilling figure of Dr Kalmenius, creating a sense of inevitability and fate. The use of these narratives combining adds to the complexity.</p> <p>Themes</p>	<p>Structure Non-linear plot with the main plot events unfolding in chronological order, but interwoven with flashbacks and parallel narratives. The story follows Stanley Yelnats at Camp Green Lake while revealing historical events that connect to his family's curse and the camp's secrets.</p> <p>Themes Many themes are explored, but the key ones are:</p>

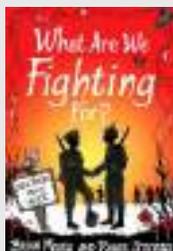
<p>Trust and Responsibility – Jim’s reliance on others and the moral choices characters face. Identity and Belonging – Jim’s search for security and a place to call home. Compassion and Social Reform – The beginnings of change through charitable action.</p> <p>Perspective Third-person narrative, but closely aligned with Jim’s viewpoint. Readers experience events through his thoughts and feelings, creating empathy and insight into his struggles.</p> <p>Context Victorian London during the mid-19th century. Reflects the historical reality of child poverty, workhouses, and the social conditions that inspired reformers like Dr Barnardo. Highlights issues of class division and the absence of welfare systems.</p> <p>Language and Grammar Use of figurative language and sensory description to create vivid imagery of the streets, workhouse, and Jim’s emotions. Adds character insight through descriptive detail and dialogue. Dialogue shifts between formal and informal registers, reflecting social class and setting. Narrative often contrasts probability and theory with Jim’s own observations, inviting readers to interpret events and notice unique perspectives</p>	<p>Many themes are explored, but the key ones are: Discovery and Curiosity – The drive to explore and understand the unknown. Trust and Responsibility – Between humans and nature, and in relationships. Identity and Belonging – Syms’ struggle with loyalty, ambition, and finding his place. Science versus Myth – The tension between rational observation and fantastical possibility.</p> <p>Perspective First-person narrative told from the perspective of Syms Covington. His voice gives readers insight into Victorian attitudes toward science, adventure, and morality.</p> <p>Context Set during the voyage of HMS Beagle in the 1830s, reflecting the historical backdrop of Darwin’s expedition. Touches upon themes of colonialism, scientific progress, and the clash between empirical theory and mythical interpretation.</p> <p>Language and Grammar Rich figurative language and sensory description to evoke the exotic landscapes and the dragon’s presence. Adds humour and character insight through literal descriptions and Syms’ candid observations. Dialogue varies between formal and informal registers,</p>	<p>Themes Many themes are explored, but the key ones are: Friendship and Loyalty – Bonds formed during adversity and the importance of trust. Identity and Belonging – Stella’s quest to understand who she is and where she fits in. Courage and Responsibility – Facing fears and making choices that affect others. Exploration and Discovery – The thrill and risk of venturing into the unknown.</p> <p>Perspective Third person narrative but closely aligned with Stella’s viewpoint. Readers experience her thoughts, feelings, and interpretations of events, creating empathy and insight into her character.</p> <p>Context Set in a fantastical, Victorian-inspired world of explorers and magical creatures. Reflects themes of adventure literature, gender roles in exploration, neurodiversity, and the imaginative blending of science and magic.</p> <p>Language and Grammar Rich figurative language and sensory description to bring the icy landscapes and magical beings to life. Adds humour and character insight through literal descriptions and quirky observations. Dialogue shifts between formal and informal registers, reflecting social class, personality, and the adventurous tone.</p>	<p>Many themes are explored, but the key ones are: Fate and Free Will – The tension between predetermined paths and human choice. Responsibility and Consequences – How ambition and neglect lead to danger. Identity and Belonging – Characters seeking purpose and recognition. Storytelling and Imagination – The power of narrative to shape reality.</p> <p>Perspective Third-person narrative, shifting between characters’ viewpoints (Fritz, Karl, and others). This multi-perspective approach adds depth and contrast, allowing readers to interpret events from different angles.</p> <p>Context Set in a fictional German town during the late 18th or early 19th century, evoking a Gothic atmosphere. Reflects traditions of European fairy tales and folklore, combined with mechanical innovation and philosophical ideas about destiny.</p> <p>Language and Grammar Rich figurative language and sensory description to create a dark, atmospheric tone. Adds humour and character insight through literal descriptions and ironic contrasts. Builds tension through the use of language and grammatical structures. Dialogue alternates between formal and informal registers,</p>	<p>Justice and Injustice – The unfair punishment of Stanley and systemic inequality. Friendship and Loyalty – Bonds formed between Stanley and Zero that lead to survival. Identity and Belonging – Characters searching for acceptance and self-worth. Fate and Free Will – The interplay between destiny, luck, and personal choices.</p> <p>Perspective Third-person narrative, primarily focused on Stanley’s viewpoint, but occasionally shifts to other characters and historical flashbacks. This layered perspective allows readers to interpret connections between past and present.</p> <p>Context Set in a fictional, desolate Texas landscape in modern times, with historical flashbacks to the late 19th and early 20th centuries. Reflects themes of social inequality, racial prejudice, and the American justice system.</p> <p>Language and Grammar Uses figurative language and sensory description to evoke the harsh desert environment and emotional struggles. Adds humour and character insight through literal descriptions and ironic contrasts. Dialogue alternates between formal and informal registers, reflecting character backgrounds and relationships. Narrative invites readers to interpret and contrast</p>
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	reflecting class distinctions and the era's speech patterns. Narrative invites readers to interpret and contrast probability, theory, observation, sequence, and the unique nature of discovery.	Narrative invites readers to interpret and contrast probability, theory, observation, sequence, and the unique nature of magical discovery.	reflecting social roles and tension. Narrative invites readers to interpret and contrast probability, theory, observation, sequence, and the unique interplay between reality and imagination.	probability, theory, observation, sequence, and the unique way past events shape present outcomes.
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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.

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

What are we fighting for?



Structure: selection of poems organised into three main sections.

Themes: fear and longing for home; the concept of heroism; innocent hopes and moral dilemmas.

Perspective: poems from soldier's, child's family's and even animal's perspective.

Context: World War I, World War II and modern conflicts and reflections.

Language and Grammar: includes a variety of poetic forms including rhyming poems, blank verse and acrostics.

The Final Year



Structure: Verse novel: the story unfolds through a series of interconnected poems rather than traditional prose chapters.

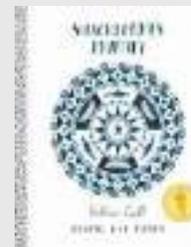
Themes: friendship and change; identity and self-expression and transition and uncertainty.

Perspective: first person perspective told through the voice of Nate.

Context: reflects the real-life experiences of Year 6 pupils in the UK when they transition from primary into secondary school.

Language and Grammar: 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.

Shackleton's Journey



Structure: Non-fiction narrative presented as a visual and textual account of Ernest Shackleton's 1914 Antarctic expedition. The book is organised into clear chronological sections, detailing preparation, the voyage, the shipwreck, survival on the ice, and rescue. Includes maps, diagrams, and illustrations to support factual storytelling.

Themes: Many themes are explored, but the key ones are:
Fear and Longing for Home – The emotional strain of isolation and survival.
The Concept of Heroism – Leadership, courage, and endurance in extreme conditions.

Innocent Hopes and Moral Dilemmas – The tension between ambition and responsibility for others' lives.

Perspective: Third-person factual narrative, occasionally incorporating Shackleton's own words and diary entries. The perspective is objective but conveys the human experience behind the expedition.

Context: Set during the Heroic Age of Antarctic Exploration (early 20th century). Reflects historical attitudes toward exploration, imperial ambition, and scientific curiosity. Provides insight

Little People Big Dreams



Structure: Biographical narratives presented in a chronological sequence, each book following the subject's life from childhood to their major achievements and legacy. Illustrated pages combine short, accessible text with visuals to engage younger readers. Each book includes a more mature biography for children to compare and contrast how information is presented. Each person studied faced prejudice for an aspect of their life, whether that is religion, race or sexuality.

Themes: Many themes are explored, but the key ones are:
Perseverance and Courage – Overcoming obstacles and standing up for beliefs.

Identity and Belonging – Personal struggles with societal expectations and discrimination.

Justice and Equality – Fighting for human rights and fairness.

Innovation and Hope – How ideas and actions can change the world.

Perspective: Third-person narrative told in a child-friendly voice. Each biography focuses on the subject's perspective and experiences, helping readers empathize and understand their motivations.

		<p>into the physical and psychological challenges of polar expeditions.</p> <p>Language and Grammar: Uses precise, factual language combined with figurative and sensory description to evoke the harsh Antarctic environment. Includes formal register for historical detail and informal tone in personal accounts and quotes.</p> <p>Narrative invites readers to interpret and contrast probability, theory, observation, sequence, and the unique nature of human endurance.</p> <p>Visual elements (maps, diagrams, timelines) reinforce chronological structure and aid interpretation.</p>	<p>Context: Alan Turing – World War II, codebreaking, and the birth of modern computing. Anne Frank – World War II, the Holocaust, and the impact of her diary. Martin Luther King Jr. – Civil Rights Movement in 1960s America. Emmeline Pankhurst – inspiring women's rights activist who fought for women's voting rights and led a movement that changed the world.</p> <p>Language and Grammar</p> <p>Uses clear, accessible language suitable for younger readers, combined with figurative and sensory description to bring historical events to life.</p> <p>Includes formal and informal registers to balance factual accuracy with engaging storytelling.</p> <p>Narrative encourages readers to interpret and contrast probability, theory, observation, sequence, and the unique contributions of each figure.</p> <p>Illustrated elements reinforce meaning and aid comprehension.</p>
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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.

Year 6 Reading Approaches

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.</p> <p>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>Year 6 Whole Class Reading</p> <ul style="list-style-type: none"> • Includes a broader range of texts with a wider range of structural elements. • Has more of a focus on developing oral responses that are then transferred succinctly into written form. • Encourages children to further question the texts that they read, evaluating the information and considering purpose, viewpoint and audience. • Focuses on using their understanding of the meaning being conveyed through sentence structure, to enable them to read aloud with appropriate prosody. • Builds pupils reading stamina through increasing the expectations for independent reading within sessions. 	<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"> • Be encouraged to broaden their reading habits by taking on recommended reads from adults and peers. • Have access to a range of books by the same author so they can make comparisons and read books in a series. • Continue to develop their own readerly habits in terms of the books they enjoy reading and the environments they like to read in. 	<p>As with the rest of KS2, Year 6 children participate in regular 'stay in the story' sessions which involve uninterrupted 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
<ul style="list-style-type: none"> • Children who are still accessing phonics will continue to have tailored 'catch up' sessions as a priority. • 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 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

	Year 6													
	Autumn													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Whole Class Reading	 Fluency Blast Non-Fiction		Street Child (Berlie Doherty) <i>Historical Fiction</i>				What are we fighting for? Poetry	Darwin's Dragon (Lindsay Galvin) <i>Historical Adventure</i>					Y6 SATs	Little People Big Dreams – Exploring Prejudice
Writing Hooks	Foundations for Writing Transcription Sentence Composition		Street Child (Berlie Doherty)				What are we fighting for? Brian Moses & Roger Stephens		Should Children have been evacuated during WW2?			Beyond the Lines: WW2 Literacy SHED		
Stay in the Story	 Children's Choice		Street Child (Berlie Doherty) <i>Historical Fiction</i>				Once Morris Gleitzman		Darwin's Dragon (Lindsay Galvin) <i>Historical Adventure</i>			 Children's Choice		
	Spring													
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Whole Class Reading	Polar Bear's Explorers club (Alex Bell) <i>Fantasy/Adventure</i>					Y6 SATs	Shackleton's Journey Non-Fiction	Clockwork Phillip Pullman				Y6-SAT Prep		
Writing Hooks	The Eye of the Wolf Daniel Pennac		How To Survive A Volcanic Eruption			The Heimay Disaster – Iceland			Shackleton's Journey William Grill					
Stay in the Story	Polar Bear's Explorers club (Alex Bell) <i>Fantasy/Adventure</i>				<i>Teachers/ Children's Choice</i>				Room 13 (Robert Swindells) <i>Gothic Horror</i>					
	Summer													
	1	2	3	4	5	6	7	8	9	10	11			
Whole Class Reading	Reading - SATs Preparation <i>Unseen texts inc. non-fiction & poetry</i>				Y6-SATs	The Final Year Poetry		Holes <i>Adventure/Mystery</i>						
Writing Hooks	GPS – SATs Preparation			Alma Literacy Shed			Macbeth Jon Mayhew			The Path Bob Staake				
Stay in the Story	The Boy who made Everyone laugh (Helen Rutter) Humour					The Final Year (Matt Goodfellow) Verse Novel			Holes (Louis Sachar) <i>Adventure/Mystery</i>					

Year 6 Example Whole Class Narrative Reading Sequence

Darwin's Dragon: 5 week reading unit

Pre-reading short session: Book Introduction-Oral Who might Darwin be? What do we think the book might be about? **Activating and Connecting-Oral** Has anyone read any other books about dragons? What do we already know about Charles Darwin? Where might this story be set? What clues are there about this?

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Comprehension Focus Background Building The story is set in the Galapagos. Show images of this part of the world: discuss the remoteness of it. Show images of an island; the volcanos, the plant life, the wildlife. Look at the journey that Charles Darwin took to the island – how far he travelled and how long it took. Vocabulary: 3-5 key words</p> <p>Teacher Spotlight Re-read the opening to chapter 1. 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 Sym's character. Model how to back up inferences by referring back to other parts of the text that connect. Continue reading to the end of chapter 2 and ask the children to make their own comment about Sym's or Darwin's character.</p> <p>Let's Talk, then record. Consider what you have learnt about Sym's character. Do you think he will be able to survive by himself?</p>	<p>Comprehension Focus Background Building-Oral Show images of storms out at sea. Watch a brief clip and discuss. Vocabulary: 3-5 key words</p> <p>Teacher Spotlight Re-read the section describing the storm 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>Independent Reading 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>Let's Talk, then record Based on the description and what you are imagining, how does the author show that the storm is dangerous?</p>	<p>Comprehension Focus SUM IT UP Give the children the first two and then ask them to consider what the but and so could be. Somebody: Syms Wanted: to save Darwin But: So: Background Building Vocabulary: linked to a tropical island 3-5 key words</p> <p>Teacher Spotlight 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 to make inferences from a key paragraph.</p> <p>Discuss children's inferences. Let's Talk, then record How does Syms feel now that he is on the island? Find three examples from the text to justify your opinion.</p>	<p>Reading Stamina Focus Background Building Vocabulary: 3 - 5 key words.</p> <p>Extended Reading Children to read Chapter 4 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 progresses. Keep these brief.</p> <p>'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. 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>Let's Talk/SUM IT UP! Once everyone has finished reading the chapter, challenge them to summarise the main events in just 20 words.</p>	<p>Comprehension Check Based on Chapter 3 Devise some questions based on Chapter 4 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>Example 1 Find and copy a word within this passage that means the same as.....</p> <p>Example 2 Look at the sentence'.....' What does the word.....tell you about the way.....</p> <p>Example 3 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:

Word Reading	Decode unfamiliar words, choosing the most appropriate strategies.
	Read Year 5/6 statutory words with accuracy and automaticity.
Within age-appropriate texts that they can read themselves:	
Fluency	Read at 90% accuracy.
	Read at a rate that supports understanding (145-169 WCPM) .
	Read in meaningful phrases and clauses within more complex structures.
	Use more sophisticated punctuation, integrating pauses consistently and automatically.
	Read with fluency and phrasing, adjusting pace, volume, intonation, tone, emphasis and pronunciation to enhance meaning and expression.
In order to develop a deep understanding of the texts read by themselves and with adults, children will need to be able to:	
Comprehension	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 and with other texts.
	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 language and vocabulary to interpret layers of meaning through applying a deeper understanding of the varied uses of words.
	Have knowledge of the structure of a wider range of more complex fiction and non-fiction texts, using this to support overall understanding.
	Understand the meaning carried by more complex sentence structures, including grammar, punctuation and syntax.
	Develop and amend mental representations based on connecting prior knowledge, interpreting new clues, revelations or additional information.