

## Reading Curriculum

Our reading curriculum is supported by our school development plan, and is a high priority for the academy. This curriculum sets out the expectations for children in each year group.

The grids set out the content of the curriculum and any key texts that the class will cover.

Key priorities for our curriculum:

- The development of word reading through high quality phonics provision and systematic teaching of spellings.
- Deepening children's understanding of the meaning and structure of a wide range of text types and stories.
- Encouraging children to read widely and for enjoyment. All classes read a wide range of stories and texts everyday.
- Progressively building on discussion of and recitation of key texts and stories, both in class and for a wider audience.
- Exploring the work of a wide range of authors both within their own ability range and beyond through whole class books.
- Through linked texts, reading is an integral part of our history, geography and science curriculum.

## Reading Curriculum - Year 1

### Key texts that the children will learn:

The Tiger who came to tea	The Train ride	The Owl who was afraid of the Dark	Red Riding Hood	Meerkats	The Snowy Day
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#### Reading - word reading

- Decode words with phonic knowledge and skills.
- Use the correct sound for grapheme for all 40+ phonemes.
- Read accurately by blending sounds.
- Read common high frequency words.
- Read words with -s, -es, -ing, -ed, -er and -est endings.
- Read words of more than one syllable.
- Read words with apostrophes (I'm, I'll, we'll)
- Read aloud accurately books, using phonic strategies.
- Re-read books to build up their fluency and confidence.

#### Reading - comprehension

- Listen to and discuss a wide range of poems, stories and non-fiction books at a higher level than their independent reading level.
- Link what they read to their own experience.
- Be very familiar with key stories, fairy stories and traditional tales, retelling them.
- Recognise and join in with predictable phrases.
- Learn to enjoy rhymes and poems, and recite them by heart.
- Discuss word meaning.
- Check that the text makes sense as they read and self-correct.
- Talk about the title and events.
- Make inferences on the basis of what is said and done.
- Predict what might happen.
- Take turns, listen to what others say and discuss.

## Reading Curriculum - Year 2

### Key texts that the children will learn:

Mr Wolf's Pancakes	Traction Man - Pie Corbett	The Magic Paintbrush	The Papaya that Spoke	Several books by Roald Dahl (chosen according to class' interests)
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#### Reading - word reading

- Apply phonic knowledge and skills to decode words until reading is fluent.
- Read accurately, blending sounds and recognising alternative graphemes,
- Read words of two or more syllables.
- Read words with common suffixes.
- Read all the high frequency words.
- Read most words quickly and accurately.
- Read aloud books matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation.
- Re-read books to build up fluency and confidence.

#### Reading - comprehension

- Listen to, discuss and have views on a wide range of poetry, stories and non-fiction at a higher level than their independent reading level.
- Talk about the sequence of events in texts.
- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
- Look at non-fiction books that are structured in different ways.
- Recognise simple repeating language in stories and poetry.
- Discuss the meaning of words.
- Discuss favourite words and phrases.
- Build up a set of poems learned by heart, reciting them with intonation.
- Check that texts make sense as they read and self-correct.
- Make inferences on the basis of what is said and done.
- Answer and ask questions.
- Predict what might happen.

## Reading Curriculum – Year 3 & 4

### Key texts that the children will learn:

Y3: Stig of the Dump

Y3: Greek Myths and Legends

Y3: Cliffhanger – Jeremy Strong

Y3: Several books by David Walliams (chosen according to class' interests)

#### Reading – word reading

- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
- Discuss words and phrases that capture the reader's interest and imagination.
- Recognise different forms of poetry (free verse, narrative poetry)
- Check that texts make sense, discuss understanding and explain the meaning of words in context.
- Ask questions to improve understanding.
- Draw inferences – character's feelings, thoughts and motives, drawing on evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from one paragraph and summarise them.
- Identify how language, structure and presentation add to meaning.
- Retrieve and record information from non-fiction.
- Discuss books that are read to them and books read for themselves, taking turns and listening to others.
- Use knowledge of root words, prefixes and suffixes to read aloud and understand new words; read high frequency words.

#### Reading – comprehension

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference and textbooks.
- Read books that are structured in different ways and for a range of purposes.
- Use dictionaries to check the meaning of words they have read.
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell these orally.
- Identify themes and convention in a wide range of books.
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discuss words and phrases that capture the reader's interest and imagination.
- Recognise some different forms of poetry [for example, free verse, narrative poetry].
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask 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.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify 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 others say.

## Reading Curriculum – Year 3 & 4

### Key texts that the children will learn:

Y4: The Wizard of Oz - F. Baum	Y4: Roman Myths and Legends	Y4: The Iron Man - T. Hughes	Y4: Beowulf - K. Crossley-Holland	Y4: The Lantern Bearers - R. Sutcliff	Y4: The Stormin' Normans - T. Dreary	Y4: Several books by Dick King Smith (chosen according to class' interests)
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<p style="text-align: center;"><b>Reading – word reading</b></p> <ul style="list-style-type: none"> <li>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Recognise different forms of poetry (free verse, narrative poetry)</li> <li>Check that texts make sense, discuss understanding and explain the meaning of words in context.</li> <li>Ask questions to improve understanding.</li> <li>Draw inferences – character's feelings, thoughts and motives, drawing on evidence.</li> <li>Predict what might happen from details stated and implied.</li> <li>Identify main ideas drawn from one paragraph and summarise them.</li> <li>Identify how language, structure and presentation add to meaning.</li> <li>Retrieve and record information from non-fiction.</li> <li>Discuss books that are read to them and books read for themselves, taking turns and listening to others.</li> <li>Use knowledge of root words, prefixes and suffixes to read aloud and understand new words; read high frequency words.</li> </ul>	<p style="text-align: center;"><b>Reading – comprehension</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference and textbooks.</li> <li>Read books that are structured in different ways and for a range of purposes.</li> <li>Use dictionaries to check the meaning of words they have read.</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell these orally.</li> <li>Identify themes and convention in a wide range of books.</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Recognise some different forms of poetry [for example, free verse, narrative poetry].</li> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Ask questions to improve their understanding of a text.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Predict what might happen from details stated and implied.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>Identify how language, structure, and presentation contribute to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
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## Reading Curriculum – Year 5 and 6

**Word reading target** – Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.

### Key texts that the children will learn:

Y5: Running Wild – M. Morpurgo  Y5: The Spider & the fly – T. Diterlizzi	Y5: The Journey to the Riversea – E. Ibbotson  Y5: What does death mean? – C. Jay	Y5: The Captive Celt – T. Dreary  Y5: Roman Invasion – my story – J. Eldridge	Y5: The Lion, the Witch & the Wardrobe – C.S. Lewis  Nakhts Diary – R. Platt	Y5: The Time Travelling cat – J. Jarman  The Pharaohs of Ancient Egypt – E. Payne	Y5: Outlaw – M. Morpugo	Y5: The Harry Potter series – JK Rowling
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### Reading – comprehension

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| <ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes.</li> <li>• Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>• Recommend books that they have read to their peers, giving reasons for their choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Making comparisons within and across books.</li> <li>• Learn a wider range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> | <ul style="list-style-type: none"> <li>• Ask questions to improve their understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• Provide reasoned justifications for their views.</li> </ul> |
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## Reading Curriculum – Year 5 and 6

**Word reading target** – Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.

### Key texts that the children will learn:

Y6: Kensuke's Kingdom – M. Morpurgo	Y6: Street Child – Berlie Doherty	Y6: The Butterfly Lion – M. Morpurgo	Y6: The Amazing Science magazine collection	Y6: Newspaper subscription (weekly)	Y6: Higher level guided reading (level 6)	Y6: Higher level independent reading
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### Reading – comprehension

<ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes.</li> <li>• Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>• Recommend books that they have read to their peers, giving reasons for their choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Making comparisons within and across books.</li> <li>• Learn a wider range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to improve their understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• Provide reasoned justifications for their views.</li> </ul>
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