

Reading Curriculum Overview

Reading Teaching Timetable:

Year Group	Reading Type (30 minute sessions)				
3	Fluency	Extended	Application	Vocabulary	Fluency
4, 5, 6a	Fluency	Extended	Close	Application	Vocabulary
6b	Extended	Close	Close	Application	Application

NB: 6b will be implemented when 75% of year group have achieved standards required in Fluency (children who have yet to meet the standard will receive intervention when the timetable changes)

The Seven Key Strategies for developing comprehension

Monitoring	Metacognition	Graphic and semantic organisers	Answering questions	Generating questions	Recognising story structure	Summarising
Students must be taught to monitor their understanding. They need to be taught strategies to fix their problems. Monitoring instruction should teach students to: Be aware of what they do understand. Identify what they do not understand. Use appropriate strategies to resolve problems in comprehension.	Thinking about thinking. Before reading, children should clarify their purpose for reading and preview the text. Teachers need to explicitly model thinking aloud. During reading, children should monitor their understanding through thinking aloud and discussion of text. Part of this may involve reading across text to support understanding.	These illustrate concepts and relationships using diagrams. These help readers focus on concepts and how these relate. They can help focus on text structure and to write well organised summaries. Using them also help with dual coding of the text. Use link to access a range of graphic organisers. https://www.olicav.com/#/graphic-organisers/	Answering questions gives children a purpose for reading and helps to focus their attention on the text. Questions enable students to think actively as they read and to monitor their understanding. Children should be taught how to answer questions better by thinking about whether evidence was explicit, implicit or based on background knowledge. Refer to Bloom's taxonomy for developing questioning technique to encourage higher order thinking. https://www.thoughtco.com/blooms-taxonomy-the-incredible-teaching-tool-2081869	By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Children learn to ask questions that require them to combine information from different segments of text. Students can be taught how to ask main idea questions that relate to important information.	Children learn how to identify the categories of content (characters, setting, events, problem, resolution). Often students learn to recognise this for using graphic organisers to represent stories. Instruction here improves comprehension.	Children should determine what is important in what they are reading and to put this into their own words. This will help them to generate the main idea, make connections, eliminate unnecessary information and remember what they read. It can also help them to understand the principles of story

						telling and building detail.
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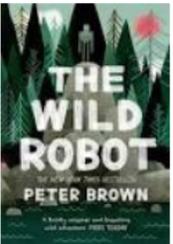
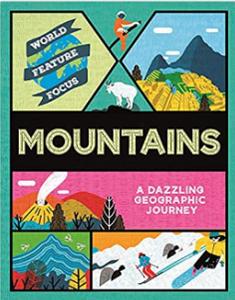
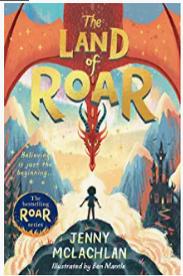
Year 3

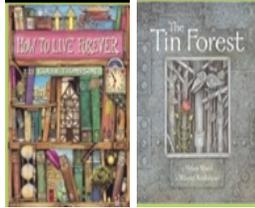
Word Reading

- Spelling Shed (spelling scheme in place)
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent.
- Regular class reading for pleasure (2 times a week minimum)
- Discuss and clarify meaning of words, linking new meanings to known vocabulary and using a tiered vocabulary approach including pre teaching of essential vocabulary.
- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Reading for pleasure

- With support, children can identify the different purposes for reading.
- Children can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- Children can identify themes and conventions in a wide range of books.
- Children can read simple chapter books
- Children can choose a wide range of appropriate texts to extend reading repertoire.
- Children demonstrate positive engagement with reading by: reading for sustained periods of time, completing books, engaging actively in book discussion

Autumn 1	Autumn 2	Spring	Spring 2	Summer	Summer 2
 <p>Link to Tin Forest</p> <p>Geog</p>	 <p>Poetry</p>	 <p>Non Fiction</p>	 <p>Non Fiction</p>	 <p>Link to The Boy who grew dragons</p>	 <p>Link to the Last Garden- author study</p>
Writing Curriculum					

	<p>Dream Giver- film (LS)</p>  <p>Excitable Edgar- film (LS)</p>				 <p>Girl and Robot film</p>
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Fluency					
<input type="checkbox"/> I can develop accuracy, automaticity and prosody through repeated reading.					
<input type="checkbox"/> During performance/reading aloud, I can show understanding of intonation, tone, volume and action.					
<input type="checkbox"/> I can read further exception words noting the unusual grapheme phoneme correspondences.					
<input type="checkbox"/> Retrieval					
<input type="checkbox"/> I can demonstrate good observational skills such as spot the difference and locating words in a word search.					
<input type="checkbox"/> I can locate a given word in the text efficiently using scanning techniques.					
<input type="checkbox"/> I can use skimming and scanning to get the gist of a paragraph.					
<input type="checkbox"/> I can locate the answer to a question in which the question words are matched to those I would find in the answer.					
<input type="checkbox"/> I can retrieve information from short texts (approximately 3 paragraphs).					
<input type="checkbox"/> Inference					
<input type="checkbox"/> I can recognise and discuss emotions in both pictures and real life.					
<input type="checkbox"/> I can demonstrate empathy.					
<input type="checkbox"/> I can talk about what I know and what I think I know.					
<input type="checkbox"/> I can explore feelings of characters through drama.					
<input type="checkbox"/> I can draw an inference from things said and done in a text.					
<input type="checkbox"/> I can justify an inference with the most obvious points from the text.					
<input type="checkbox"/> I can predict what might happen from details stated and implied.					

<input type="checkbox"/> Language					
<input type="checkbox"/> I can discuss words and phrases that engage the reader.					
<input type="checkbox"/> I can use a dictionary to check the meaning of words I have read.					
<input type="checkbox"/> I can consider how language and punctuation affect meaning (adjectives, simile, inverted commas, exclamation and question marks and apostrophes).					
<input type="checkbox"/> Structure & Themes					
<input type="checkbox"/> I can order key events.					
<input type="checkbox"/> I can compare the structure of different texts through discussion.					
<input type="checkbox"/> I can begin to identify features of different types of writing.					
<input type="checkbox"/> I can consider how structure and presentation affect meaning (paragraphs, headings, sub headings, pronouns, and conjunctions for cohesion).					
<input type="checkbox"/> I can identify the theme of a paragraph.					
<input type="checkbox"/> I can make connections between texts with support.					
<input type="checkbox"/> I can begin to identify simple common themes in texts e.g. good versus evil, use of magical devices.					
<input type="checkbox"/> I can discuss purposes of different books/texts.					

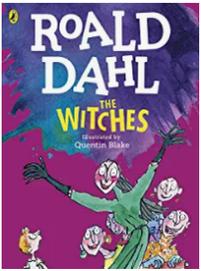
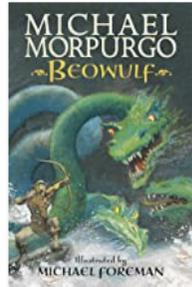
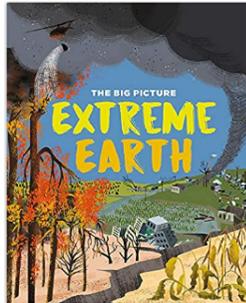
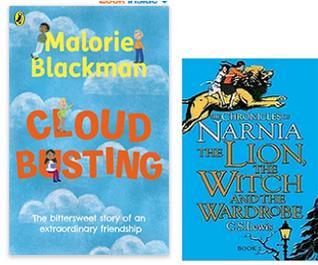
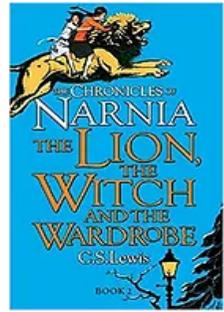
Year 4

Word Reading

- Spelling Shed
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent.
- Regular class reading for pleasure (2 times a week minimum)
- Ensure children apply knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words
- Children can read further exception words, noting the unusual phoneme and grapheme correspondences

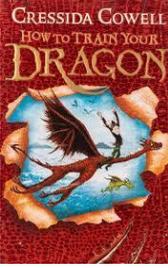
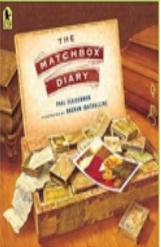
Reading for pleasure

- Children read for a range of purposes independently.
- Children listen to and discuss a wide range of fiction, plays, non-fiction and reference books.
- Children check that text makes sense to them by discussing understanding and explaining the meaning of words in context
- Children demonstrate positive engagement with reading by...
- reading for sustained periods of time
- completing books
- engaging actively in book discussion
- respond to reading in a written form

Autumn 1	Autumn 2	Spring	Spring 2	Summer	Summer 2
 <p>Complexity of narrator</p>	 <p>Link to Year 5 - author study</p>	 <p>Poetry collection</p>		 <p>Narrative poem Resistant texts Link to Farther - loss/grief</p>	 <p>Archaic texts</p>

Link to BFG - author study			Non Fiction		
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Writing Curriculum

  <p>Resistant texts</p>	 <p>Complexity of plot</p>   <p>From our family to yours-film</p>	 		 	 <p>Origins Flim</p> 
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Fluency

<input type="checkbox"/> I can reread text to develop my accuracy, automaticity and prosody.					
<input type="checkbox"/> I can read accurately and effortlessly at a speed sufficient for me to make meaning.					
<input type="checkbox"/> I can read independently, fluently and enthusiastically.					
<input type="checkbox"/> I can retell stories orally by summarising and present a familiar story in my own words.					

Retrieval

<input type="checkbox"/> I can locate given words or phrases efficiently.					
<input type="checkbox"/> I understand the difference between skimming and scanning					
<input type="checkbox"/> I can use skimming skills to extract the key events from a text having read it.					
<input type="checkbox"/> I can use sub headings and other nonfiction features to efficiently locate information.					
<input type="checkbox"/> I can locate answers in which they are matching the question to the answer in longer texts (approximately 3-5) paragraphs					

Inference

<input type="checkbox"/> I can discuss characters feelings based on their actions, etc and compare these to my own experiences.					
<input type="checkbox"/> I can draw inferences based on what is said, done and implied.					
<input type="checkbox"/> I can begin to justify inferences with evidence from the text.					
Language					
<input type="checkbox"/> I can discuss words and phrases that engage the reader and explain why in written response and through discussion.					
<input type="checkbox"/> I understand the difference between literal and figurative language and the purpose of each.					
Structure & Themes					
<input type="checkbox"/> I can identify main ideas drawn from more than one paragraph and put these into my own words.					
<input type="checkbox"/> I can order key events from a text of at least 3 paragraphs.					
<input type="checkbox"/> I can make connections between texts.					
<input type="checkbox"/> I can identify themes within texts/books studied.					
<input type="checkbox"/> I can identify common conventions in books and texts.					
<input type="checkbox"/> I can identify the purpose of texts/books.					

Year 5

Word Reading

- Spelling Shed
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent.
- Pupils can apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
- At this stage there should be no need for direct teaching of word reading skills. Ensure that any children requiring this teaching input receive urgent intervention to enable them to rapidly close gaps. Word reading teaching should focus on developing fluent reading.

Reading for pleasure

- Children read widely and frequently both in and out of school.
- Children are read to regularly (whole books).
- They are able to recommend books they have read to their peers, giving reasons for their choices.
- Children increase 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.
- Children check that the book makes sense to them by discussing their understanding and exploring the meaning of words in context.
- They demonstrate continuing engagement with reading by...
- Reading for sustained periods of time
- Completing a wider range of more challenging and lengthier books
- Responding to reading in a written form, beginning to develop a critical stance
- They can provide reasoned justifications for opinions about a book.

Autumn 1

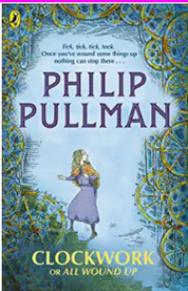
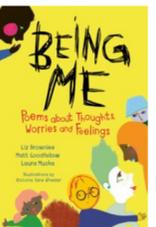
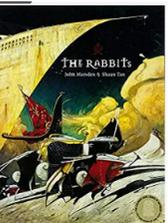
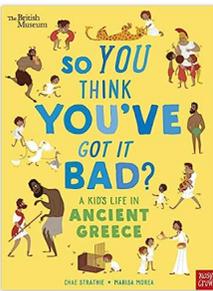
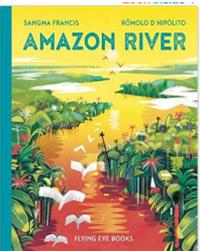
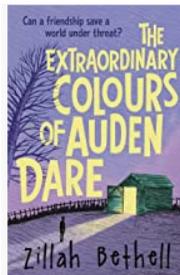
Autumn 2

Spring

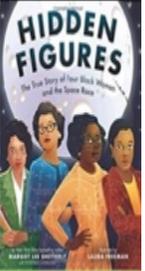
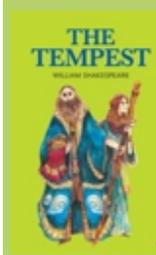
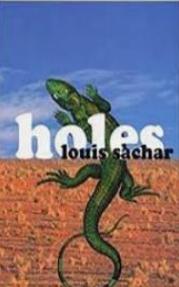
Spring 2

Summer

Summer 2

 <p>Complexity of the Narrator Link to Robot theme (Year 3 and 4)</p>	  <p>Link to The Lost Thing-author study</p>	 <p>Non Fiction</p>	  <p>Non-Linear text Link to Percy Jackson - child left by their parent</p>	 <p>Non Fiction</p>	 <p>Link to Robot theme (Yr 3 & 4) Link to Percy Jackson - 'flawed' main character</p>
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Writing Curriculum

 	  <p>The Lighthouse Film Man on the Moon</p> 	 	 	 <p>Non Linear</p>	
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Fluency

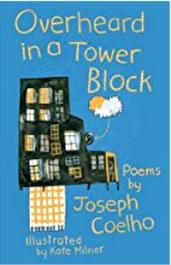
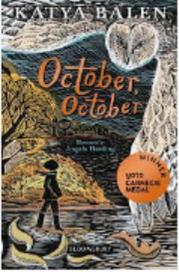
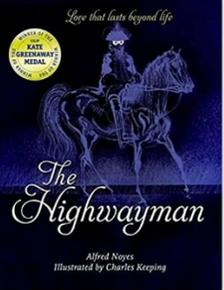
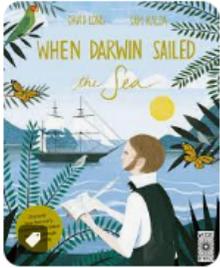
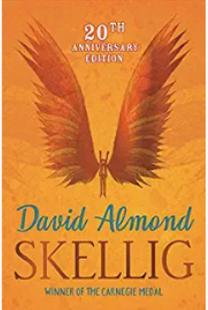
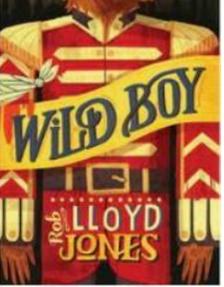
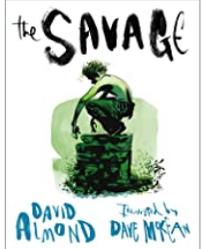
<input type="checkbox"/> Through repeated oral reading, I can improve my accuracy, automaticity and prosody to read with increasing fluency.					
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<input type="checkbox"/> I can read most words effortlessly.					
<input type="checkbox"/> I can use a range of strategies to work out any unfamiliar words with increasing automaticity.					
<input type="checkbox"/> I can read aloud and perform showing understanding through intonation, tone and volume so that meaning is clear to an audience.					
Retrieval					
<input type="checkbox"/> I can answer questions in which the answer needed is a synonym of the word in the question (rather than direct retrieval which should have been accomplished).					
<input type="checkbox"/> I can answer questions where key words may be repeated so information is harder to find.					
<input type="checkbox"/> I can efficiently retrieve information from fiction and nonfiction across more complex texts where the answers are spread across the text and are not necessarily in chronological order.					
<input type="checkbox"/> I can answer questions where inference is needed alongside retrieval.					
Inference					
<input type="checkbox"/> I can recognise idioms and understand their meaning in context.					
<input type="checkbox"/> I can build up an impression of a character from reading and discuss this.					
<input type="checkbox"/> Through drama, I can explore characters' feelings and motives (thought tracking can be used to demonstrate understanding of character).					
<input type="checkbox"/> I can justify inferences with relevant evidence from the text.					
<input type="checkbox"/> I can make detailed and reasoned inferences based on things said, done and implied.					
Language					
<input type="checkbox"/> I can use knowledge of root words and etymology to build understanding of word meaning.					
<input type="checkbox"/> I can explain the meaning of new words (by asking questions, using a dictionary/thesaurus and context clues).					
<input type="checkbox"/> I can discuss how language, structural and presentational choices impact on meaning (to include italics, underlining, bullet points, linking ideas using adverbials, tense choices, etc).					

<input type="checkbox"/> I can discuss and evaluate texts commenting on writer's use of words, phrases and language features including figurative language.					
Structure & Themes					
<input type="checkbox"/> I can identify the main idea and the key details that support it.					
<input type="checkbox"/> I can identify and summarise the main ideas from a longer text (3-6 paragraphs).					
<input type="checkbox"/> I can write a summary of a text I have read in which I can put the text into my own words.					
<input type="checkbox"/> I can summarise in purposeful contexts in a variety of subjects.					
<input type="checkbox"/> I can discuss/comment on themes and conventions in different genres and forms.					
<input type="checkbox"/> I can make comparisons and contrasts within and across texts.					
<input type="checkbox"/> I can discuss viewpoints (both of the author and fictional characters), within a text.					
<input type="checkbox"/> I can identify the audience and purpose intended.					
<input type="checkbox"/> I can identify viewpoint of author/character.					

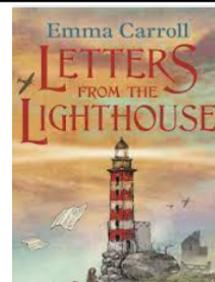
Year 6
<p>Word Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spelling Shed <input type="checkbox"/> At this stage there should be no further need for direct teaching of word reading (should there be, children should receive urgent intervention to rapidly close this gap as a priority). Word reading should be developed through fluency teaching. When 75% of the class are meeting the criteria in fluency assessments, teachers should move to 6b timetable and reduce direct fluency teaching. (Ensure this is revisited as required so skills are not lost). <input type="checkbox"/> Regular class reading for pleasure (2 times a week minimum) <input type="checkbox"/> Pupils can apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>Reading for pleasure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children read age-appropriate texts aloud and fluently, at a speed of 90 words per minute, without making errors. <input type="checkbox"/> Read widely and frequently for a range of purposes. <input type="checkbox"/> Demonstrate continuing engagement with reading by... <input type="checkbox"/> reading for sustained periods of time <input type="checkbox"/> complete a wider range of more challenging and lengthier books <input type="checkbox"/> Respond to reading in a written form, <input type="checkbox"/> Read a broader range of texts including those from literary heritage and more challenging texts. <input type="checkbox"/> Provide reasoned justifications for opinions about a book.

☐ Read silently with good understanding, inferring meaning and discussing text.

Autumn 1	Autumn 2	Spring	Spring 2	Summer	Summer 2
 <p>Poetry</p> <p>Black and British</p>	 <p>Link to The Savage - 'wild' character exploration of the word 'wild' additional link to loss</p>	<p>Archaic text</p> 	 <p>WW2 Link/Evacuation Animal link to 'Can we save the tiger?'</p>	 <p>Science Link</p> <p>Year 6 Local WW2</p>	 <p>Complexity of plot/symbol Link to The Savage - author study</p>
Writing Curriculum					
 <p>Grimm Fairy Tales</p>	 <p>Little Freak - film The Christmas Truce -film</p>	 <p>Resistant texts</p>	<p>Non Fiction - picture book William Blake - The Tyger Poetry Archaic text</p> 		



Alma



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Fluency

<input type="checkbox"/> I can read fluently with accuracy, automaticity and prosody.									
<input type="checkbox"/> I can recognise when pronunciation sounds unfamiliar and ask for help to pronounce words correctly, adding them to my spoken vocabulary.									
<input type="checkbox"/> I recognise that subtle shifts in emphasis during reading can affect the meaning of the text.									

Retrieval

<input type="checkbox"/> I can efficiently retrieve information from a range of genres across complex texts.									
<input type="checkbox"/> I can answer retrieval questions in all formats effectively (for example a true/false grid).									
<input type="checkbox"/> I can answer questions where I need to take in the information from the question and find the answer even when it is not obvious.									
<input type="checkbox"/> I can answer questions where knowledge is needed of more complex word meanings.									
<input type="checkbox"/> I can select a correct answer amongst a list of plausible alternatives.									
<input type="checkbox"/> I can combine skills of retrieval and inference in order to answer questions.									

Inference

<input type="checkbox"/> Through drama, I can explore character.									
<input type="checkbox"/> I am confident to explain my choices (in drama or discussion) which are supported by reference to the text/context.									
<input type="checkbox"/> I can explain what impression I get of a character based on what is said, done and implied by the text and I can support these inferences with direct reference to the text.									
<input type="checkbox"/> I can challenge the ideas of others where I may not agree, justifying thoughts with evidence drawn from across the text.									

<input type="checkbox"/> I can infer from more subtle evidence in the text.					
<input type="checkbox"/> I can draw inferences based on reading across a text.					
<input type="checkbox"/> I can draw inferences even when there is competing information.					
Language					
<input type="checkbox"/> I can discuss how language, structural and presentational choices impact on meaning, theme and purpose.					
<input type="checkbox"/> I can discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language and the impact on the reader.					
<input type="checkbox"/> I can comment on subtle shifts in text and can explain why I think these are effective. (To include shifts in formality/tense/genre)					
<input type="checkbox"/> I can recognise and comment on bias in text.					
Structure & Themes					
<input type="checkbox"/> I can consider how audience and purpose affect the presentation of text.					
<input type="checkbox"/> I can identify the main idea and the key details that support it from across a more complex text.					
<input type="checkbox"/> I can order events from more complex texts.					
<input type="checkbox"/> I can summarise for a purpose.					
<input type="checkbox"/> I can identify the themes and conventions of a range of texts.					
<input type="checkbox"/> I can discuss/comment on themes and conventions in different genres and forms.					
<input type="checkbox"/> I can make comparisons and contrasts within and across texts including those from different cultures and traditions.					
<input type="checkbox"/> I can discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.					
<input type="checkbox"/> I can recognise texts that contain features from more than one genre.					
<input type="checkbox"/> I can compare characters, settings and other aspects of text.					
<input type="checkbox"/> I can identify viewpoint and bias of authors/characters.					