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| **Reading Curriculum** | | | | | | | | | |
| **Subject: Reading** | | **Leaders: Becky Hayter and Lynnette Baily** | | | | **2019 2020** | | | |
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| **Intent** | | | | | | | | | |
| At Bathford Church School our vision of **‘Grow, Care, Serve, Share’** frames our reading curriculum. Reading is at the heart of our school.  We help our children to **grow** by prioritising reading across the curriculum for every child because without reading children cannot learn to the full. We aim to foster a love of reading and storytelling and for reading to inspire curiosity, wonder and imagination. Through reading our pupils have the opportunity to grow culturally, emotionally, intellectually, socially and spiritually. Our curriculum teaches core reading strategies, both in word reading and in reading comprehension, through well planned and sequenced lessons which build on prior knowledge over time. The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Reciprocal teaching is used to develop reading comprehension. This metacognitive approach encourages children to become reflective and self-directed learners as they think about their own thought processes during reading, are actively involved and monitor their comprehension as they read.  Through reading children develop empathy, and their **care** for one another, our **share**d community and the wider world. Through well-chosen and vocabulary rich texts, including fiction, non-fiction and poetry, our reading curriculum aims to empower children with the powerful knowledge, skills and values that they need to make sense of the world and to **serve** as caring, responsible global citizens. | | | | | | | | | |
| **How do we teach reading?** | | | | | | | | | |
| We follow the National Curriculum programmes of study and focus on developing children’s competence in both word reading and comprehension. We follow the Department for Education ‘Letters and Sounds’ systematic synthetic phonics phases. In Class R children use Jolly Phonics to learn their Phase 2,3 and 4 sounds. In Year 1 and 2 we use Pearson’s Bug Club. KS2 children follow the No Nonsense Spelling programme. We use reciprocal teaching strategies to teach reading comprehension. | | | | | | | | | |
| **Word Reading** | | | | | | | | | |
| **Year R (Jolly Phonics)**  Skilled word reading involves both the deciphering of unfamiliar words (decoding) and the recognition of familiar words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Children are taught 42 letter sounds (phonemes) which are a mix of alphabet sounds (1 sound – 1 letter) and digraphs (1 sound – 2 letters) such as, sh, th, ai and ue. Using a multi-sensory approach each letter sound is introduced with fun actions, stories and songs. Children are given the opportunity to engage with letters and sounds through play and games.  **Blending:** Once the first few letter sounds are learnt, children begin blending the sounds together to help them read and write new words. For example, children will sound out each letter in a word, ‘t’ ‘a’ ‘p’ and blend them to read ‘tap’.   * **Segmenting:** When children start reading words, they also need to start identifying the phonic components that make the word sound the way it does, e.g. the word ‘cat’, is segmented into the sounds ‘c’ ‘a’ ‘t’. By teaching blending and segmenting at the same time, children become familiar with assembling and breaking down sounds within words. * **Tricky words**: These are words with irregular parts, such as ‘who’ and ‘I’. Children learn these as exceptions to the rules of phonics. Introducing the common tricky words early in the year increases reading fluency (as they frequently occur in those first simple sentences you might expect them to read). These tricky words are included in the keyword balloon sets that children learn over the year and practise at school and at home. * **Puzzles, games, books, apps and IWB** support understanding and engagement with rhyming and identification of letters/sounds within words.   Classroom resources such as the key words board, phonics wall and Phase 2 and 3 phonics mats support independence.  **Reading Fluently:** Children are heard read aloud at least once a week by a member of staff, reading books that are consistent with their developing phonic knowledge and knowledge of common exception words. Staff record comments in the reading diary. | | | | | | | | | |
| **Autumn** | | | **Spring** | | | | **Summer** | | |
| **Phase 1** ‘Letters & Sounds’ (– sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.)  **Phase 2** using Jolly Phonics:  **Set 1:** s, a, t, p **Set 2:** i, n, m, d **Set 3:** g, o, c, k  **Set 4: ck, e, u, r Set 5:** h, b, f, ff, l, ll, ss  **Phase 3** using Jolly Phonics:  **Set 6:** j, v, w, x  **Set 7:** y, z, zz, qu  **Tricky words:** he, she, we, me, be, was, you, they, all, are, my, her | | | **Continue Phase 3**  **Consonant digraphs:** ch, sh, th, ng  **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er  **Phase 4**: In this phase no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk  **Tricky words:** said, have, like, so, do, some, come, were, there, little, one, when, out, what | | | | **Revision** of **Phase 3 and 4** based on end of spring term assessment data.  Introduce Phase 5 if class ready  **Tricky words:** oh, their, people, Mr, Mrs, looked, called, asked, could | | |
| **Assessment:** Phase 1 assessment to check early knowledge of letters and sounds. Teacher 1:1 blending and segmenting assessment of Phase 2  Weekly spelling test on key words. Initially children use letter cards and then move on to writing the spellings when they are ready. | | | **Assessment:** Phase 3 assessment  Weekly spelling test on key words. Initially children use letter cards and then move on to writing the spellings when they are ready. | | | | **Assessment:** Weekly spelling test on key words. Initially children use letter cards and then move on to writing the spellings when they are ready.  Phase 4 assessment. By the end of Year R, children should be secure in Phase 4 phonics. | | |
| **Intervention:** Phase 2 assessment shared with parents. Catch up Sound Discovery phonics sessions planned for those children who do not achieve Phase 2. | | | **Intervention:** Catch up Sound Discovery phonics for those who did not achieve Phase 2 in T1. Teacher support/ Sound Discovery phonics planned for those children who do not achieve Phase 3 in Term 2.  Twice weekly reading with identified children. | | | | **Intervention:** Teacher support with catch up group who have not achieved Phase 3 in T2 as well as Sound Discovery intervention.  Twice weekly reading with identified children. | | |
| **Year 1 (Bug Club Phonics)**  In Year 1 we revise and consolidate the Grapheme Phoneme Correspondences (GPCs) and common exception words taught in Year R. We continue to follow a daily programme of systematic synthetic phonics (Bug Club) to help children to develop their phonic knowledge and use these skills as the route to decode words. Phonics lessons follow the model - revise, teach, practise, apply. After the basic phonemes, children are taught alternative spellings of these phonemes (Units 13-30). We continue to scaffold blending for reading and segmenting for spelling through modelling and encouraging children to have a go themselves.  Children are taught to:   * read words (including those of more than one syllable) containing taught GPCs * build on the root words that they can read already, adding -s, -es-, -ing, -ed, -er and -est endings. * read words with contractions and understand that the apostrophe represents the omitted letter.   **Common Exception Words**: Children are taught to read all and spell most Y1 common exception words.  **Reading Fluently:** Children are heard read aloud at least once a week by a member of staff, reading books that are consistent with their developing phonic knowledge and knowledge of common exception words. Staff record comments in the reading diary. Children are encouraged to re-read and to self-correct if meaning is lost. | | | | | | | | | |
| **Autumn** | | | **Spring** | | | | **Summer** | | |
| **Revise Phase 3**  **Consonant digraphs:** ch, sh, th, ng  **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er  **Revise Phase 4:** In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk cvcc, ccvc, ccvcc/cccvc/cccvcc  **Revisit tricky words:** he, she, we, me, be, was, you, they, all, are, my, her, said, have, like, so, do, some, come, were, there, little, one, when, out, what, oh, their, people, Mr, Mrs, looked, called, asked, could  **Begin Phase 5**  **Unit 13:** /zh/ written as s, /w/ written as wh, /f/ written as ph  **Unit 14:** /ai/ written as ay, a-e, ey eigh, ei  **Unit 15:** /ee/ written as ea, e-e, ey, ie, y  **Unit 16:** /igh/ written as ie, i-e, y, i  **Unit 17:** /oa/ written as ow, o-e, o, oe | | | **Continue Phase 5**   |  |  | | --- | --- | | **Unit 18:** Long /oo/ written as ew, ue, u-e | **Unit 18:** Short/oo/ written as u, oul | | **Unit 19:** /or/ written as aw, au, al | **Unit 20:** /ur/ written as ir, er, ear, or | | **Unit 21:** /ow/ written as ou | **Unit 21:** /oi/ written as oy | | **Unit 22:** /ear/ written as ere, eer | **Unit 22:** /air/ written as are, ear | | **Unit 23**: /c/ written as c, k, ck, ch | **Unit 24:** /s/ written as c(e), c(i), c(y) | | **Unit 24:** /s/ written as sc, st(l) | **Unit 24:** s/ and /z/ written as se | | **Unit 25**: /j/ written as g, dge | **Unit 26:** /l/ written as le | | **Unit 26:** /m/ written as mb | **Unit 26:** /n/ written as kn, gn | | **Unit 26:** /r/ written as wr | **Unit 27:** /ch/ written as tch | | **Unit 27:** /sh/ written as c, t, s, ch | **Unit 27:** /e/ written as ea | | **Unit 27:** /w/o/ written as wa | **Unit 27:** /u/ written as o |   **Tricky words:** oh, their, when, what, said, Mr, Mrs, today, says, they, eight, looked, called, asked, people, were, by, my, like, who, again, one, no, go, so, push, put, pull, full, little, do all work laughed, because, Thursday, Saturday, thirteen, thirty, her, have, are | | | | **Review and practise Phase 3 & 5**  Revisit all sounds in families in preparation for the phonics screening test. Children to experience a range of real and ‘alien’ words using the known sounds.  **Tricky words:** many, different, any out, house, to, you, friend, here, where, there, two, once, school, great, clothes, has, your, love, once, our into, of, It’s, I’m, I’ll, I’ve | | |
| **Assessment:** Previous year’s phonics screening test; Parents informed if children require extra support.  Sound Discovery initial assessment at start of term for SD group (continued from Year R) | | | **Assessment:** Multiple phonics screening tests; (parents informed if children require extra support.)  Sound Discovery assessment at start of term.  Weekly spelling tests where children write words out. | | | | **Assessment:** Phonics Screening Check. Sound Discovery assessment at start of term. Weekly spelling tests where children write words out. | | |
| **Intervention:** Sound Discovery daily group. Twice weekly reading with identified children. | | | **Intervention:** Sound Discovery daily group. Twice weekly reading with identified children. Highlighted paired reading with identified children. | | | | **Intervention:** Sound Discovery daily group. Twice weekly reading with identified children. Highlighted paired reading with identified children. | | |
| **Year 2 (Bug Club Phonics)**  In Year 2 we revise and consolidate the Grapheme Phoneme Correspondences (GPCs) and common exception words taught in Year 1. We continue to follow a daily programme of systematic synthetic phonics (Bug Club) to help children to develop their phonic knowledge and use these skills as the route to decode words. Phonics lessons follow the model - revise, teach, practise, apply. After the basic phonemes, children are taught alternative spellings of these phonemes (Units 13-30). We continue to scaffold blending for reading and segmenting for spelling through modelling and encouraging children to have a go themselves. Children are taught to:   * read accurately words of two or more syllables containing taught GPCs * read suffixes by building on the root words that they can read already * read most words containing common suffixes * read each syllable separately before combining them to read the word. * read words with contractions and understand that the apostrophe represents the omitted letter.   **Common Exception Words:** Children are taught to read and spell Year 1 and Year 2 common exception words.  **Reading Fluently**: Children are heard read aloud at least once a week by a member of staff, reading aloud books that are closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Children are encouraged to re-read these books to build confidence. (approximately 90 words per minute is an indicator but some children read more slowly and are still able to focus on comprehension.) Comments recorded in reading dairy. | | | | | | | | | |
| **Autumn** | | | **Spring** | | | | **Summer** | | |
| **Phase 5 Bug club – revision of GPCs from Y1**  **Unit 13:** zh wh ph  **Tricky words:** oh their  **Unit 14:** ay a-e eigh/ey/ei (long o)  **Tricky words:** Mr Mrs  **Unit 15:** ea e-e ie/ey/y (long e)  **Tricky words:** Mr Mrs  **Unit 16:** ie i-e y i (long i)  **Tricky words:** looked called asked  **Unit 17:** ow o-e o/oe (long o)  **Tricky words:** who again  **Unit 18:** ew ue u-e (long u) u/oul (short u)  **Tricky words:** thought through  **Unit 19:** aw au al  **Tricky words:** work laughed because  **Unit 29:**Suffix plurals: -s, -es(plural morphemes)  **Tricky words:** man/men mouse/mice foot/feet tooth/teeth sheep/sheep | | | **Phase 5 Bug club**  **Unit 20:** ir er ear  **Tricky words:** Thursday Saturday thirteen thirty  **Unit 21:** ou oy  **Tricky words:** different any many  **Unit 22:** ere/eer are/ear  **Tricky words:** eyes friends  **Unit 23:** c k ck ch  **Tricky words:** two once  **Unit 24:** ce/ci/cy sc/stl se  **Tricky words:** great clothes  **Unit 25:** ge/gi/gy dge  **Tricky words:** It’s I’m I’ll I’ve  **Unit 26:** le mb kn/gn wr  **Tricky words:** don’t can’t didn’t  **Contractions**  **Possessive apostrophes:** singular nouns  **Homophones** | | | | **Phase 5 Bug club**  **Unit 27:** tch sh ea (w)a o  **Tricky words:** first second third  **Phase 6 Bug club**  **Unit 28:** Suffix endings**:** -ing, -ed(morphemes)  **Tricky words:** cleaning gleaming rained mailed  **Unit 30:** Prefix morphemes: re-, un-  Prefix + root + suffix  **Tricky words:**vowel consonant prefix suffix syllable  Words ending: el al il  Words ending: tion  Words spelt ‘or’ after w  Words spelt ‘ar’ after w  Suffix endings: -er, -est, -y, -ment, -less,  -ness, -ful, -ly | | |
| **Assessment:** Sound Discovery assessment at start of term for SD group. Weekly spelling tests (2 Year 1 common exception words and 8 spelling rule words). | | | **Assessment:** Sound Discovery assessment at start of term for SD group. Phonics check for those who didn’t pass in year 1. Weekly spelling tests (2 Year 1 common exception words and 8 spelling rule words).  Reading test (practice SAT) | | | | **Assessment:** Sound Discovery assessment at start of term for SD group Weekly spelling tests (2 Year 1 common exception words and 8 spelling rule words).  SAT Reading test. | | |
| **Intervention:** catch up Sound Discovery for those who did not pass/achieved low scores in end of Y1 Phonics Test. Twice weekly reading with identified children. Highlighted paired reading with identified children. | | | **Intervention:** Sound Discovery daily group. Twice weekly reading with identified children. Highlighted paired reading with identified children. | | | | **Intervention:** Sound Discovery daily group. Twice weekly reading with identified children. Highlighted paired reading with identified children. | | |
| **Year 3 (No Nonsense Spelling)**  Programme designed to build on high quality phonics teaching. It supports movement from understanding phonics to the wider knowledge children need for spelling. We teach morphology, different strategies for spelling, patterns within word, etymology, wider range of common exception words.  Children are taught to:   * apply their growing knowledge of root words and prefixes including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (etymology and morphology) to read and understand new words. * apply their growing knowledge of root words and suffixes/word endings including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (etymology and morphology) to read and understand new words   **Common Exception Words:** Children are taught to read all and spell some Year 3 and Year 4 exception words.  **Reading Fluently:** Children are heard read aloud at least once a week by a member of staff (this can be 1:1, group or whole class) Children are encouraged to read out loud confidently using punctuation appropriately, e.g. reading in phrases. Comments are recorded in a reading diary and link to word reading or comprehension objectives. | | | | | | | | | |
| **Autumn** | | | **Spring** | | | | **Summer** | | |
| **Revisit**  Common exception words from Year 2  **Prefixes and suffixes**  Revise prefix ‘un’.  New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.  Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’  **Rare GPCs**  The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ɪ/ sound spelt ‘y’  Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin)  **Homophones**  *brake/break, grate/great, eight/ate, weight/wait, son/sun*  **Apostrophe**  Revise contractions from Year 2  **Proofreading**  Focus: checking after writing the spelling of KS1 common exception or tricky words.  **Strategies at the point of writing** Reintroduce Have a go sheets and strategies from Year 2.  **Learning and Practising spellings**  Pupils:   * Learn selected words taught in new knowledge this term. * Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list. | | | **Revisit**  Strategies at the point of writing.  Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a consonant before)  **Prefixes and suffixes**  Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’ Suffixes ‘less’ and ‘ly’  **Rare GPCs**  The /ʃ/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin)  **Homophones**  *here/hear, knot/not, meat/meet*  **Apostrophe**  Revise contractions from Year 2  **Proofreading**  Revise proofreading routines  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list. | | | | **Revisit**  Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2  **Prefixes and suffixes**  Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes  **Rare GPCs**  The /ɪ/ sound spelt ‘y’ other than at the end of words (*gym, myth*)  The /ʌ/ sound spelt ‘ou’ (*young, touch*)  **Homophones**  *heel/heal/he’ll, plain/plane, groan/grown, rain/ rein/reign*  **Apostrophe**  Revise contractions from Year 2  **Proofreading**  Proofread own writing for misspellings of per- sonal spelling list words.  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list. | | |
| **Assessment:** Teachers use progression map in conjunction with reading tests to make a best fit assessment at end of each term. Weekly spelling tests – 8 words that relate to spelling pattern or rule. | | | | | | | | | |
| **Intervention:** Sound Discovery, Beat Dyslexia, Nessy, twice weekly reading with identified children, highlighted paired reading with identified children. | | | | | | | | | |
| **Year 4 (No Nonsense Spelling)**  Programme designed to build on high quality phonics teaching. It supports movement from understanding phonics to the wider knowledge children need for spelling. We teach morphology, different strategies for spelling, patterns within word, etymology, wider range of common exception words.  Children are taught to apply their growing knowledge of root words, prefixes, suffixes/word endings to read aloud fluently.  **Common Exception Words:** Children are taught to read and spell Year 3 and Year 4 common exception words.  **Reading Fluently:** Children are heard read aloud regularly (this can be 1:1, group or whole class) Children are encouraged to read out loud confidently and accurately responding to punctuation such as commas, inverted commas and apostrophes. Comments are recorded in a reading diary and link to word reading or comprehension objectives. | | | | | | | | | |
| **Autumn** | | | **Spring** | | | | **Summer** | | |
| **Revisit**  Strategies at the point of writing: Have a go  **Rare GPCs**  Revise:   * The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ * The /ʃ/ sound spelt ‘ch’ * The /ʌ/ sound spelt ‘ou’ (all from Year 3)   **Word endings:**  Words ending /ure/ (*treasure, measure*)  **Prefixes and Suffixes**   * Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ * Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’,‘-en’, ‘-er’, ‘ed’)   **Homophones**  *peace/piece, main/mane, fair/fare*  **Apostrophe**  Possessive apostrophe with singular proper nouns (*Cyprus’s population*)  **Proofreading**  Teach proofreading strategies  **Learning and Practising spellings**  Pupils:   * Learn selected words taught in new knowledge this term. * Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 3 and 4 word list. | | | **Revisit**  Year 3 rare GPCs  **Rare GPCs**  The /g/ sound spelt ‘gu’  **Word endings**  Words ending /tʃə/ spelt ‘ture’ (*creature, furniture*)  Endings that sound like /ʃən/, spelt ‘-tion’,‘-sion’, ‘-ssion’, ‘-cian’ (*invention, comprehen- sion, expression, magician*)  **Prefixes and Suffixes** Prefixes ‘anti-’ and ‘inter-’ Suffix ‘-ation’  **Homophones***scene/seen, male/mail, bawl/ball*  **Apostrophe**  Revise contractions from Year 2 Possessive apostrophe with plurals  **Proofreading**  Model how to use various strategies in proof- reading, including using a dictionary  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 3 and 4 word list. | | | | **Revisit**  Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’,‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Focus where needed.  **Rare GPCs** Words with the /s/ sound spelt ‘sc’ (Latin in origin)  **Word endings**  Endings that sound like /ʒən/ spelt ‘-sion’ (*division, confusion*)  **Prefixes and Suffixes**  Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’  Suffix ‘-ous’ (*poisonous, outrageous*)  **Homophones** *whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem*  **Apostrophe**  Apostrophe for possession, including singular and plural  Revise contractions from Year 2 and plural apostrophe rules  **Proofreading**  Check writing for misspelt words that are on the Years 3 and 4 word list.  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 3 and 4 word list. | | |
| |  | | --- | | **Assessment:** Teachers use progression map in conjunction with reading tests to make a best fit assessment at end of each term. Weekly spelling tests – 10 words that relate to spelling pattern or rule. | | **Intervention:** Sound Discovery, Beat Dyslexia, Nessy, twice weekly reading with identified children, highlighted paired reading with identified children. | | | | | | | | | | |
| **Year 5 (No Nonsense Spelling)**  Programme designed to build on high quality phonics teaching. It supports movement from understanding phonics to the wider knowledge children need for spelling. We teach morphology, different strategies for spelling, patterns within word, etymology, wider range of common exception words.  Children are taught to apply their growing knowledge of root words, prefixes, suffixes and word endings (etymology and morphology) to read aloud fluently.  **Common Exception Words:** Children are taught to read all and spell some Year 5 and Year 6 common exception words.  **Reading Fluently:** Children are heard read aloud regularly (this can be 1:1, group or whole class) They are encouraged to maintain fluency and accuracy when reading complex sentences with subordinate clauses and to respond to more sophisticated punctuation (brackets, dashes and commas) Comments are recorded in a reading diary and link to word reading or comprehension objectives. | | | | | | | | | |
| **Autumn** | | | **Spring** | | | | **Summer** | | |
| **Revisit**  Strategies at the point of writing: Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession  **Rare GPCs**  Words with ‘silent’ letters  **Morphology/ Etymology**  Use spelling journals to record helpful etymological notes on curious or difficult words  **Word endings**  Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’  **Homophones**  *isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed*  **Hyphen**  Use of the hyphen (*co-ordinate, co-operate*)  **Dictionary**  Use of a dictionary to support teaching of word roots, derivations and spelling patterns  Use of a dictionary to create word webs  **Proofreading**  Focus on checking words from personal lists.  **Learning and Practising spellings**  Pupils:   * Learn selected words taught in new knowledge this term. * Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) * Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. | | | **Revisit**  Strategies at the point of writing: Have a go Apostrophe for possession  **Rare GPCs**  Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)  Words with the /i:/ sound spelt ‘ei’ after ‘c’ (*receive, ceiling*)  **Morphology/ Etymology**  Teach extension of base words using word matrices.  **Word endings**  Words ending in ‘-ably’ and ‘-ibly’  Revise words ending in ‘-able’ and ‘-ible’  **Homophones** *altar/alter, led/lead, steal/steel*  **Dictionary**  Use a dictionary to create collections of words with common roots  **Proofreading**  Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)   + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. | | | | **Revisit**  Strategies at the point of writing: Have a go A range of strategies for learning words  **Homophones**  (*cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose*)  **Suffixes**  Problem suffixes  **Dictionary**  Teach use of dictionary to check words, refer- ring to the first three or four letters  **Proofreading**  Check writing for misspelt words that are on the Years 5 and 6 word list  **Morphology/ Etymology**  Teach morphemic and etymological strategies to be used when learning specific words  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)   + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. | | |
| **Assessment:** Teachers use progression map in conjunction with reading tests to make a best fit assessment at end of each term. Weekly spelling tests – 12 words that relate to spelling pattern or rule. | | | | | | | | | |
| **Intervention:** Sound Discovery, Beat Dyslexia, Nessy, twice weekly reading with identified children, highlighted paired reading with identified children. | | | | | | | | | |
| **Year 6 (No Nonsense Spelling)**  Programme designed to build on high quality phonics teaching. It supports movement from understanding phonics to the wider knowledge children need for spelling. We teach morphology, different strategies for spelling, patterns within word, etymology, wider range of common exception words.  Children are taught to cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary.  **Common Exception Words:** Children are taught to read and spell Year 5 and Year 6 common exception words.  **Reading Fluently:** Children are heard read aloud regularly (this can be 1:1, group or whole class.) They are encouraged to maintain fluency and accuracy when reading more complex grammatical structures and more sophisticated punctuation (semi-colons, colons) Comments are recorded in a reading diary and link to word reading or comprehension objectives. | | | | | | | | | |
| **Autumn** | | | **Spring** | | | | **Summer** | | |
| **Revisit**  Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’  **Rare GPCs**  Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.  **Prefixes and Suffixes**  Adding suffixes beginning with vowel letters to words ending in ‘-fer’.  **Word endings**  Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (*precious, ambitious*)  **Homophones**  *advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy*  **Proofreading**  Proofreading in smaller chunks – sentences and paragraphs.  **Learning and Practising spellings**  Pupils:   * Learn selected words taught in new knowledge this term. * Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) * Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. | | | **Revisit**  Words containing the letter string ‘-ough’  P**refixes and Suffixes**  Generating words from prefixes and suffixes  **Word endings**  The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (*official, special, artificial, partial, confidential, essential*)  **Homophones**  *compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary*  All homophones from KS2  **Proofreading**  Proofreading someone else’s writing. Note down strategies that help in spelling journals  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)   + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. | | | | **Revisit**  Spelling strategies at the point of writing  **Rare GPCs**  Revise words with rare GPCs from the Years 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)  **Word endings**  Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’  **Homophones and near homophones** *draft/draught, dissent/descent, precede/pro- ceed, wary/weary*  **Proofreading**  Embedding proofreading strategies when reviewing own writing independently.  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)   + Learn words from personal lists   + Root words and meanings   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. | | |
| **Assessment:** Teachers use progression map in conjunction with reading tests to make a best fit assessment at end of each term. Weekly spelling tests – 10- 12 words that relate to spelling pattern or rule. | | | | | | | | | |
| **Intervention:** Sound Discovery, Beat Dyslexia, Nessy, twice weekly reading with identified children, highlighted paired reading with identified children. | | | | | | | | | |
| **Reading Comprehension** | | | | | | | | | |
| * Reading comprehension involves linguistic knowledge (e.g. vocabulary and grammar) and knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher (class reads) as well as from reading and discussing a range of stories, poems and non-fiction (opportunity for book talk.) Through encouraging a love of reading and encouraging children to read widely across genres we encourage children to develop their knowledge of themselves and the world they live in as well as to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary. * We teach reading comprehension through reciprocal teaching which means teaching children specific strategies that they can apply to check how well they comprehend what they read and to overcome barriers to comprehension. These include prediction, questioning, clarifying, summarising, inference and activating prior knowledge.   **Assessment:** Teachers will hear children read and record in reading diaries once per week (this can be 1:1, in a group or whole class) Teacher comments will link to either word reading or reading comprehension objectives. Teachers use progression map in conjunction with reading tests to make a best fit assessment at end of each term. | | | | | | | | | |
| **Year R** | | | | | | | | | |
|  | **Autumn** | | | | **Spring** | | | | **Summer** |
|  | **Topic: We are all Special** | | | | **Topic: Our World** | | | | **Topic: Spirit of Adventure** |
|  | Key text/s: Goldilocks and the three bears, Paddington Bear and We’re going on a bear hunt | | | | Key text/s: The Enormous Crocodile | | | | Key text/s:Jack and the Beanstalk, Billy Goats Gruff, Jack and the Flum Flum tree, Grandpa’s Island. |
| * Reading a range of genres | Children have access to a range of fiction and non-fiction books. These are selected by the teacher and placed on display they are also changed regularly.   * Focus stories are read regularly with whole class.   In Autumn 2 this becomes a book or story of the week and forms the basis for guided, linked and continuous provision. | | | * A range of fictional texts will be used to spark children’s imaginative storytelling and to expose them to wonderful vocabulary, character and setting. The reading area will have a wide range of stories including themes which link with our topic learning. Children have opportunities to read non-fiction text and facts that will link with focus stories. * ‘The Enormous Crocodile’ by Roald Dahl will be one of the first key texts. This story will inspire lots of free reading and writing opportunities. | | | | * Children continue to read a growing range of non-fiction texts, which will relate to insects and creatures. Traditional tales such as, ‘Jack and the beanstalk’, ‘The Three Little Pigs’ and ‘Three Billy Goats Gruff’ alongside modern story books e.g. ‘Jack and the Flum Flum tree’, ‘Grandpa’s Island’ will be used to inspire children’s reading, acquisition of vocabulary, and imaginative retelling. | |
| * Activating prior knowledge | * Children link what they hear to own experiences of e.g. experience of a family walk. Being at forest school. | | | * Children link what they hear to own experiences e.g. visiting a zoo and seeing a crocodile. Locations where crocodiles live. | | | | * Children link what they hear to own experiences of insects and creatures. Bug hunts. Packing for holiday. Familiar traditional texts used to spark new learning opportunities. | |
| * Explaining vocabulary (Clarifying) | * To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. E.g. ‘We’re going on a bear hunt. Descriptive language which inspires movement and sound effects, ‘long wavy grass’ ‘swirling whirling snowstorm’ ‘thick oozy mud ‘ | | | * To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Continue discussion of key vocabulary, the children will help the teacher to create an amazing word wall, which will help children to understand new language, and its context. Key focus on clarifying adjectives: ‘greedy’, ‘gigantic’, ‘horrid’, ‘brute’. | | | | * To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words discussion of key vocabulary. The children can use their amazing word wall to magpie other people’s ideas and use them when storytelling. Key vocabulary related to stories will be introduced, explained and practised/modelled in context so that children will be able to use it themselves. | |
| * Predicting | * To listen to our focus stories and anticipate key events e.g. what do you think will happen as the family tip toe into the cave? Who might they meet? | | | * To listen to a range of focus stories and anticipate key events e.g. what do you think the crocodile will do next? What might he disguise himself as? | | | | * Children will be able to pass around our fortune-teller, ‘Petra the Predictor’s’ ball and all predict what they think will happen next in key stories. | |
| * Questioning | * To answer how and why questions about their experiences and in response to the stories, ‘Goldilocks and the three bears’ and ‘We’re going on a bear hunt’. | | | * To answer and pose questions relating to their experiences and in response to stories or events. Playful questioning games will be used to bring questioning to life. Paired story quizzes, children will read sentences (differentiated for ability) and try to answer them like a quiz. Character hot seating, which teacher will model. Pretending to be the crocodile, what might his responses be? | | | | * To answer and pose questions relating to their experiences and in response to stories or events. Playful questioning games will be used to bring questioning to life. We will continue to explore partner work and children will be encouraged to take greater ownership over questioning, forming their own focus questions. ‘Quentin the Questioner’ will be embedded, children can come to the front and pose a question to the class. | |
| * Summarising | * To describe main story settings, events and characters of key weekly stories/learning. * Play cooperatively as part of a group and act out the stories we read together. | | | * Children will take a greater lead with describing main story settings, events and characters during lessons. As a class we will talk about sequence of key events, using visual aids to assist children. This will then be taken into whole class role-play using helicopter stories scheme. | | | | * As we progress through the summer term children will have many opportunities to listen to focus texts and summarise them through drawing, role-play and written tasks. Children will have lots of opportunities to consider stories; they will begin forming their own narratives through helicopter stories scheme. | |
| * Discussing and comparing | * Book/story areas include props related to Goldilocks and the three bears, Paddington Bear and We’re going on a bear hunt. * Puppets and book related toys * Encourage children to bring in their own books. * Read message from class characters to inspire the love of reading. ‘Naughtilocks’ writes messages to the class. Children also find messages hidden in eggs. | | | * Book/story areas include props related to settings, characters of stories. E.g. The enormous crocodile, African animals, books, binoculars, clipboards, explorer props. Points for discussion and comparisons about setting, climate, animals, human aspects (buildings and people). * Discuss messages from class characters and their meaning. * World Book day- Children to bring in their favourite story, discuss and compare with others. | | | | * Book/story areas include props related to key stories. Traditional tale sacks will promote oral storytelling and imaginative play. | |
| * Authorial Intent | * Children respond to questions about the pictures and the text. | | | * Children respond to questions about the pictures and the text, linking the language to real life experiences. Focus on the rich language and phrases of Roald Dahl’s e.g. ‘Sizzled up like a sausage’, ‘boiled into crocodile soup’ | | | | * Children respond to questions about the pictures and the text. | |
| * Inferring | * Children suggest how stories might end | | | * Children work together to create possible story endings and share these. | | | | * Children to create and re-create possible story endings and share these. | |

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| **Year 1** | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** |
|  | **Topic: Our Superselves** | | **Topic: Rewind** | | **Topic: Into the Enchanted Forest** |
|  | Key text/s: Rainbow Fish, Enormous Crocodile, Supertato, Superworm, Little Red Hen, Jolly Christmas Postman | | Key text/s: The Three Little Pigs, The Three Little Wolves and the Big Bad Pig, Dogger, This Rabbit Belongs to Emily Brown | | Key text/s: The Three Wishes, Night Monkey Day Monkey, The Owl Who Was Afraid Of the Dark, The Enchanted Wood |
| * Reading a range of genres | Children are read and read together a wide variety of texts, including well known authors eg Roald Dahl (Enormous Crocodile), Julia Donaldson (Superworm); stories with rhyme – Superworm, Jolly Christmas Postman; traditional tales – The Little Red Hen; poetry. | * Focus on traditional stories and different versions of the same story, The Three Little Pigs and the Three Little Wolves and the Big Bad Pig; a range of texts based around toys – including Dogger, This Rabbit belongs to Emily Brown and poetry. | | * Range of genres are read and shared in the classroom including fairy tales – the Three Wishes; stories with rhyme – Night Monkey Day Monkey; non-fiction texts about owls; longer chapter book – The Enchanted Wood. | |
| * Activating prior knowledge | * Children relate stories to their own experiences eg making bread (Little Red Hen), feeling different and sharing (Rainbow Fish), world around us (worm study linked to Superworm & vegetable work for Supertato) | Use prior knowledge of traditional stories to remember the three little pig and understand the humour in the different version also looking at materials in science to enhance the understanding of the building materials used.   * Children to link their own knowledge of toys they love to the experiences of Dogger and Emily Brown. | | * Children discuss own knowledge, feelings and fears about day and night as a background to understanding the story plot/action and how the characters feel in Night Monkey Day Monkey and The Owl that was afraid of the dark. | |
| * Explaining vocabulary (Clarifying) | * Children to investigate and learn about stages of flour/bread making to support language in Little Red Hen – eg sow, thresh and knead | * Children encouraged to use reciprocal reading clarifying strategies in all new texts. Introduce using dictionaries to help with really tricky words. | | * Children introduced to reciprocal reading clarifying strategies using The Owl That was afraid of the dark vocabulary – comparing all the different words used to describe the dark and what we might normally use them for. | |
| * Predicting | * Children to plan and predict what might happen next by creating traps for the Evil Pea and Wizard Lizard (Supertato/Superworm) | * Children encouraged to use reciprocal reading predicting strategies – eg using knowledge of how fairy stories end can we predict what will happen to the Wolf and the Pig; could we have predicted that it would be flowers that changed the Big Bad Pig? | | * Children introduced to reciprocal reading predicting strategies using The Owl that was Afraid of the Dark – what might happen to Plop in the end and what his parents want to happen to him. | |
| * Questioning | * Teacher to model questioning strategies for all texts cover – introducing the question words – who, what, where, when, why, how. | * Children encouraged to use reciprocal reading clarifying strategies to identify the main characters and the problems they face in Dogger and Emily Brown. | | * Children introduced to reciprocal reading questioning strategy using Night Monkey Day Monkey hot seating activity. | |
| * Summarising | * Use summarising skills to identify the beginning, middle and end of stories and retell to an audience - using the Christmas Story. | * Children encouraged to use reciprocal reading clarifying strategies to summarize what happens in the different version of the three little pigs and use the summary to help structure their own version of the tale. | | Children introduced to reciprocal reading summarizing strategies using The Three Wishes as whole class text and individual books – retelling whole story and then condensing it to important parts. | |
| * Discussing and comparing | * Children encouraged at all times to discuss and compare what we are reading eg looking at different versions of texts (Little Red Hen), children bring in own different adventures of Supertato. | * Children to make a direct comparison between the two versions of the traditional tale. Children to discuss the differences and similarities between Dogger (realism) and Emily Brown (imaginary world). Children to listen and respect each other’s views on the texts. | | Look at different versions of the Three Wishes and discuss why/how they vary.   * Compare the two ‘night’ stories – how are they structured and use different sort of language – rhyme and prose. | |
| * Authorial Intent | * Children learn Little Red Hen off by heart with actions (Pie Corbett style) and identify the typical phrases that structure the story and the repeated refrains. | * Think about how the Three Little Wolves sticks to the traditional format until the very end – notice how it changes at the end. Learn the new repeated refrain. * What is similar about the Dogger and Emily Brown endings? Why do they both have a happy ending? Draw an emotional rollercoaster map for each story. | | Children to spot and learn the rhymes and repeated refrains in Night Monkey Day Monkey.   * Look at how the non-fiction texts are structured differently to the stories. Make our own non-fiction book using appropriate structure. | |
| * Inferring | * Discuss why Rainbow Fish changes his mind about sharing, how that makes him feel and discuss why they think he changes. | * Think about the changes that happen to the characters in the book – who changes in the Three Little Wolves and Emily Brown and why? | | * Think about why Plop might be frightened of the dark and while others aren’t and why the monkeys like different things from each other. | |

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| **Year 2** | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** |
|  | **Topic: Amazing Animals** | | **Topics: Chocolate** | | **Topics: I love London** |
|  | Key text/s: Meerkat Mail by Emily Gravett, Non-fiction books about animals, a selection of riddles about animals, Traditional Tale The 3 Billy Goat’s Gruff | | Key text/s: Charlie & the Chocolate Factory by Roald Dahl, Instructions for making Whipple Scrumptious Marshmallow Delight, Firework Night Poem by Enid Blyton, Remember Remember the 5th of November Rhyme, Non-fiction books on the Gunpowder Plot and Remembrance Day | | Key text/s: A Bear called Paddington and Love From Paddington by Michael Bond, Katie in London by James Mayhew, Non-fiction books about London landmarks, the Great Fire of London and Bears, Traditional Tale Goldilocks and the Three Bears, London’s Burning Poem, In 1666 a song from Out of the Ark |
| * Reading a range of genres | Children are introduced to non-fiction texts which are structured in different ways. They can recite the pirate song. | * Children are encouraged to sustain interest in longer narratives (e.g.short chapter books) They are able to understand the differences between fiction and non-fiction. They can recite the 5th November poem. | | * Children can explain that non-fiction books, such as reference books on London, can be used to find things out and begin to use glossaries and indexes to locate meanings and information. They can recite the 1666 song. | |
| * Activating prior knowledge | * Begin by finding out what the chn know about meerkats eg where do they live, what do they eat. * What previous traditional tales have the chn read? Can they think of any common features – 1. Themes such as magic, love, good vs evil, happy ever after 2. How they begin eg. ‘Once upon a time’, ‘A long,long time ago’ 3. Settings eg Magical kingdoms, A land far, far away | * Complete a Knowledge Harvest of what the children already know about chocolate including where it comes from and how it is made. * What previous knowledge/experiences do the chn have of instructions/recipes? * What do the chn know about bonfire night and Guy Faulks? Have they been to a firework display? What have they seen, smelt, heard, feel and tasted at a bonfire display? * What do the chn know about Remembrance Day? Have they been on/to a Remembrance Sunday/service? Have they ever worn a red poppy? | | * Complete a Knowledge Harvest of what the children already know about London including its location, history and famous landmarks. Have they read any stories/poems/books that take place in/about London? * Complete a Knowledge Harvest of what the children already know about Dragons. What different types of dragons are there? Have they read any stories/poems/books about dragons? * Can the chn remember any poems? What features of poems can the chn remember? | |
| * Explaining vocabulary (Clarifying) | * Extract from Fantastic Mr Fox. Chn to highlight words/phrases they are unsure of and try and work out their meaning from other clues in the text. Use a dictionary to look up the meaning of new words and discuss them in context of the extract. Chn then draw a picture of the 1st farmer based on the description given in the extract and clarification of vocabulary. Discuss and compare pictures. | * Extract from Traction Man is Here – With the class read the text and look at the pictures carefully, looking for details. Discuss together any difficult words and look them up in a dictionary to clarify their meaning in context of the extract. Re-read the extract several times and talk about what the characters look like and how the characters feel. * While reading Charlie and the Chocolate Factory check the meaning of new vocabulary as it arises. Talk about some of the words spoken by Mr Wonka as being made up words usually combining 2 words. | | * Introduce the reciprocal reading character ‘Clarifying Clara.’ Explain clarifying is making the meaning of the text clearer, helping you recognise when you don’t understand parts of the text. Good readers, when they notice they don’t understand what they have read take steps to figure out the meaning. Strategies: 1. Reread the part you don’t understand 2. Read forwards and backwards 3. Use the rest of the sentence to work out the meaning of a single word 4. Look at the text features for clues 5. Use a dictionary to look up words (check the chn know how to use a dictionary & how words are ordered) * Key text: Owl Babies– read as a whole class and identify vocabulary/phrases chn do not know/unsure of. Look up meaning of words in dictionary. | |
| * Predicting | * Extract from ‘Emily Brown and The Thing.’ Start discussion by showing the chn a cuddly toy. Discuss why cuddly toys are so important. At the point in the extract where Emily asks ‘What’s really the matter?’ Chn to predict the answer to this question and try and justify their answers. | * Extract from ‘Clever Polly and the Stupid Wolf.’ Read the extract as a whole class then play the prediction game using the read and roll grid: I think.. I wonder if… I predict that… If I was… I would be shocked if… This reminds me of… Can children make predictions based on their reading of other similar books/their own experiences? | | * Introduce reciprocal reading character ‘Predicting Petra’. Explain that predicting is about having a good guess at what you think you will find out about or what will happen next in the text. Good readers make predictions before and as they read. * Strategies: 1. Headings, pictures and other text features 2. The questions the author asks 3.Making connections to what you already know 4.Skimming, scanning and rereading the text 5. Look at characters, plot and language read so far. * Key text: The BFG by Roald Dahl – read as a whole class and pause regularly to ask the chn to predict what they think might happen next using evidence from the text to justify predictions. * Chn then use the predicting cards and sort them into those things that could happen next and those that will probably not happen next. They must try and justify why they placed a card in a certain pile. | |
| * Questioning | Extract from The hodgeheg by Dick King Smith   * Show ch the front cover. What questions could they ask about this book? E.g. What do you think the book will be about? What type of book do you think it is? Why do you think this? Show ch the blurb and read together. What questions might they ask now? Read the extract together as a class and then ask children to come up with questions that would check their comprehension of the text e.g. Where do the hedgehogs live? What did they have to do to get to the park? What were the baby hedgehogs named after? | * Extract from ‘The BFG’. With a TP the chn to choose either the character or Sophie or the BFG and using the Bloom’s questioning matrix, create a list of possible questions they would like to ask. If time students to role play (Hot seat) each character answering one question from each group. * For all texts read chn will be asked recall questions to check their understanding of what they have read and also questions that deepen their understanding of what they have read. | | * Introduce reciprocal reading character ‘Questioning Quincy.’ Explain that asking questions about a text gives you a purpose for reading and deepens your understanding of what you are reading. It helps to make links between your own experiences and those of the character. Good readers ask themselves questions all the time while they are reading and read to answer those questions. * Recap question words: * 1. Remembering/on the surface questions - Who? What? Where? When? * 2. Understanding questions – Is? Did? Can? Would? * Key text: The Witches by Roald Dahl – read as a whole class and display the Bloom’s questioning matrix. Chn with talk partner to think of a question from the word given from the matrix. | |
| * Summarising | * Extract from ‘The Trapped Tiger.’ Read the extract together as a class then re-read pausing after each paragraph. With a TP the chn write down the key information in each paragraph. Discuss as a class with emphasis on characters, setting, main events. Chn then given 3 summaries of each paragraph and decide which is most suitable. Extend more able to justify their choice.   The chn will be given a series of pictures from The Billy Goat’s Gruff to sequence and asked to write 1 sentence to summarise what happened at that point in the story.  Consider how the non-fiction texts are sequenced. Are they sequenced differently? | * Read ‘Pumpkin Soup’ to the chn. and look at the images. Using a story mountain map out the main parts of the story – introduction, build up, climax, resolution, ending. What are the characters/setting/main events that happen in the story? Can we write a sentence to sum up the key points in each part of the story mountain? Use other key questions to help with discussion: What causes the argument and who was right? Discuss how Cat and Squirrel’s feelings change. When are they happiest and why?   At intervals throughout every text read the chn will be asked to summarise what has been read using only 1 or 2 sentences. Emphasis will be given on focusing on the key information. | | * Introduce reciprocal reading character ‘Summarising Sammy’. Explain that summarising means picking out the main ideas and leaving out anything that is not essential. * Strategies: 1. Look at the topic (1st) sentence in each paragraph 2.Look at the concluding/last sentence in each sentence 3.Answer the – Who? What? When? Where? Why? How? of the text 4.Focus on the key details 5.Use key words and phrases 6.Leave out little details that are not important 7.Write only enough to convey the gist 8.Use mind maps to organise * Retell Kassim and the Greedy Dragon. * I was a Rat by Philip Pullman – read as a whole class then reread pausing after each paragraph to ask the chn what the key idea(s) is/are in that paragraph. Then look at 3 given options of a summary and decide which is most suitable and why. | |
| * Discussing and comparing | Children are encouraged to refer to the text for evidence to justify their opinions. They discuss favourite words and phrases. | * All chn will have the opportunity to discuss and compare their ideas with a talk partner, small group or whole class through listening to others and taking turns. | | * Children are helped to consider the opinions of others. When making statements about characters/events they are asked to justify their opinions using ‘because’. | |
| * Authorial Intent | * Children are encouraged to identify elements of Emily Gravett’s style e.g. characters/settings/common themes. | * When introducing a new text its key features are explored and the author’s purpose for writing is thought about and discussed. Is the intent of the writing to persuade, inform or entertain the reader? Chn are exposed to all 3 types of writing and this will help them better understand the text and all its components. Links can also be made between us (the reader), the characters and the world. This then feeds into the chn’s own writing of the different genre. | | * Children discuss how vocabulary choice affects meaning as they read Owl babies, I was a Rat, BFG, Witches. * Children encouraged to identify elements of Roald Dahl’s style (e.g. familiar characters, settings or common themes.) * Children recognise simple recurring literary language – such as in Kassim and the Greedy Dragon. | |
| * Inferring | Using nonsense quotes from The BFG the chn match each quote with a suggestion of what the BFG might mean.  Discuss which words has Dahl combined to create nonsense words, and the effect of that word choice on the readers.   * Note: The language with BFG speaks was called Gobblefunk by Roald Dahl (clip - <https://www.youtube.com/watch?v=tvvQ9oy3pjs> ) * Children are encouraged to consider the events that cause Sammy the Meerkat to change his views. | * Children are encouraged to think about cause and effect in fiction and non-fiction – e.g. why do the characters in Charlie and the Chocolate factory behave the way they do? Why are the gunpowder plot and Remembrance Day commemorated annually? | | * This skill is supplementary to the 4 reciprocal comprehension reading strategies above (clarifying, predicting, summarising and questioning). * It is explained that inference is an idea or conclusion that’s drawn using evidence from the text. An inference is an educated guess. It involves reading between the lines and looking for clues in the story. Chn learn to draw inferences about a character’s thoughts, feelings and actions justifying them using clues from the text. Chn make links with their own experiences and knowledge such as similar texts read previously. * Children are encouraged to demonstrate empathy with characters and recognise that different characters have different views. | |

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| **Year 3** | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** |
|  | **Topic/s: Mexico** | | **Topic/s: Romans** | | **Topic/s: Stone Age & Where we live** |
|  | **Key text/s:** The Twits, The Bolds, Mexican non-fiction books, traditional Mexican tale (The Rabbit and the Coyote), traditional tales. Range of remembrance poems. | | **Key text/s:** The Puffin Book of Utterly Brilliant Poetry; The Land of Roar (fiction, adventure story); Roman history non-fiction books. | | Key text/s: Stone Age Boy; Stone Age, Bone Age; Oliver and the Seawigs; The Day the Crayons Quit; Journey. |
| * **Reading a range of genres** | In English, at the start of each new genre of writing, children will read some examples, recall what they already know about a particular text type, theme or genre and then explore texts together. We will draw out key features of genre and key vocabulary. | Class reading books from range of genres (see above):   * Using class texts as starters for discussions including the key reading strategies below.   Use of these texts for key reading strategies: Orchard book of Roman Myths; The Land of Roar; The return of the Jabberwock; The Sandal.  Reading and performing Romulus & Remus playscript | | * Class reading books from range of genres (see above): * Using class texts as starters for discussions including the key reading strategies below. | |
| * **Activating prior knowledge** | * Reading traditional tales together and talking about well-known features such as ‘Once upon a time’, characters, setting, good and evil etc that they can recall from previous reading. Looking at the descriptions of the characters and their actions – relating this to themes of good and evil. | * Look at what children already know about The Romans and Roman life before reading a text together. * What types of poetry do you already know? Children to recall any vocabulary or features that they may know from previous poems they have read. | | * Use and share what we already know about where we live and the Stone Age, including facts, vocabulary, context. In exploring all texts, ask what we might need to know in order to gain a better overall understanding and enjoyment. | |
| * **Explaining vocabulary (Clarifying)** | * Looking at descriptions of Roald Dahl characters and drawing inferences based on vocabulary and information given in the description. Link to clarifying – use of dictionary and discussion of vocabulary used in context. * Reading a traditional Mexican tale together – discussion around vocabulary used; use of dictionary to look up unfamiliar words and discussion around context of the tale. * Remembrance poetry – reading various remembrance poems as a class and talking about the vocabulary used; creating a word bank based on what has been read and other ideas children previously had (ink to activating prior knowledge). | * Introduce clarifying in the context of reciprocal reading: working out the meaning of words in context. Using a dictionary to look up the meaning of words read in the text and discussing in context. * - Read a passage from The Twits: reading text together as a whole class; identifying any unknown or unfamiliar vocabulary; using a dictionary to look up the meaning of the words; looking at words in context; drawing a picture of Mr Twit based on the text read and the new word meanings identified; looking at statements that are either ‘truth or rumour’ and deciding which based on understanding of the text read. | | * Continue Reciprocal Reading, as it becomes a more natural and independent tool. Be able to use some of these strategies independently, as well as within a group.   Stone Age Boy – look at vocabulary used, use a dictionary to check meaning of words, putting new words into sentences. Look at words in the context of the story.  Oliver and the Seawigs – vocabulary about land and sea.  Stone Age, Bone Age – non-fiction clarifying meaning of words and discussing where these words have appeared before. | |
| * **Predicting** | * Discussion around key language used when predicting and how we can use what we already know from the text to inform our predictions. Use of the book The Great Snortle Hunt to predict what might happen next. * Using the class text ‘The Twits’ and during story time, pausing at certain points and getting children to predict what might happen next. Begin to encourage children to expand on their predictions – drawing on evidence from the text read so far. | * Introduce predicting in the context of reciprocal reading: predicting what might happen from what has been read so far (stated or implied). Using evidence from the text to justify predictions. * - Read a passage from Beaky; pause at certain points and get children to predict what might happen next encouraging them to use the text to justify their predictions. | | * Continue Reciprocal Reading, as it becomes a more natural and independent tool. Be able to use some of these strategies independently, as well as within a group.   Journey – picture book where children can make predictions based on setting and image. Oliver and the Seawigs – making predictions about the book (based on the front cover). At various points in the text – what do you think will happen next? Focus on children drawing evidence from text to back up their predictions. | |
| * **Questioning** | * Recap of the key questioning vocabulary and why we use questioning to help us understand a text better. Use of Where the Wild Things are; reading sections and asking questions to develop understanding of what has been read. * Whenever a story is read to the class or during individual reading, ask children questions that will check their understanding of what they have read (allowing them to recall) and also ask questions that will deepen their understanding of what they have read. | * Introduce questioning in the context of reciprocal reading: asking questions to improve understanding of the text; linking to own experiences and experiences of the characters and their situations. * - Read a passage from The Witches; discuss questioning words and the purpose behind asking questions; display Bloom’s questioning matrix (questions for understanding and remembering); come up with questions as a class using the matrix as a starting point. | | * Continue Reciprocal Reading, as it becomes a more natural and independent tool. Be able to use some of these strategies independently, as well as within a group.   Stone Age Boy – read the story but pause after each page for children to ask questions about what they have read or seen in the pictures.  Oliver and the Seawigs – children to ask questions about the text (based on the front cover). At various points in the text – children to ask questions about characters, setting and plot.   * Stone Age, Bone Age – asking questions about Stone Age life – to investigate further as a class. | |
| * **Summarising** | * Sequencing and summarising traditional tales in order to retell to the rest of the class. Encouraging children to look for key parts of a text: characters, setting, main parts of the plot. Use of a story map to summarise key points from the plot of a story or tale. * Each time a text is read – children to summarise what has been read in a minute or two. Focus on recalling key information. Begin to focus on the use of paragraphing as a helpful means of breaking a text down into smaller chunks to summarise.   Other texts used for skill: The crocodile who didn’t like water. | * Introduce summarising in the context of reciprocal reading: identifying main ideas, referring to paragraphing and encouraging use of key vocabulary from the text in the summaries. * - Read the Owl Babies: look at the text together as a class; using a post-it note, write a short summary of the story, share summaries with the class with emphasis on drawing out main features of the text; re-read the story looking at the different paragraphs and deciding on a suitable summary of that section of text from 3 given options; children to rewrite their initial summary of the story having separated the text into paragraphs of related ideas. | | * Continue Reciprocal Reading, as it becomes a more natural and independent tool. Be able to use some of these strategies independently, as well as within a group.   Stone Age Boy – what happened in Stone Age Boy? Look at summarising different parts of the book.  The Day the Crayons Quit – why did each crayon quit? Summary of each crayon’s letter to Duncan.   * Stone Age, Bone Age – summarising different sections of the book. Writing given page(s) in own words. * Retrieve and record information from non-fiction Stone Age reference books including extracting information from tables and charts. | |
| * **Discussing and comparing** | * As a whole class, in small groups, pairs or individually with a teacher/ta, children will learn how to engage in a discussion about a text; listening and taking it in turns to contribute. Reading an interesting description of a setting together as a class. Children to highlight any vocabulary (words or phrases) that capture their imagination as they read them. Use of drawing pictures based on what has been read to encourage visualisation and imagination when reading a text. * Discussions in groups based on features used in non-fiction writing – identifying features and their purpose/impact on the reader. Beginning to draw comparisons between non-fiction texts and thinking about why certain features are present or not. | * In all whole class reading lessons children will participate in discussions (with teacher, with peers or as a whole class) related to their understanding of the text. Listening to others and taking it in turns to share their ideas. * - during the introduction to reciprocal reading, all children will have a chance to contribute to a discussion either as a whole class or a small group of children. Children encouraged to justify their views about what they have read, sometimes referring to the text to support their judgement. | | * Continue Reciprocal Reading, as it becomes a more natural and independent tool. Be able to use some of these strategies independently, as well as within a group.   Journey – children can discuss what they think is happening in the book; writing their own plot; comparing and discussing their own ideas with peers.  The Day the Crayons Quit – children to take on the role of a colour crayon, discussion with other crayons about why they want to leave. Compare and contrast reasons.   * Stone Age, Bone Age – discussion around facts read, what was interesting? Why? Justify with reference to text. | |
| * **Authorial Intent** | * Beginning to look at presentational devices used in fiction, non-fiction and poetry. Traditional tales (use of paragraphs etc to group related ideas and themes); Non-fiction texts on Mexico and use of other non-chronological reports (use of headings, subheadings, paragraphs, captions, pictures); Remembrance poetry (use of vocabulary and other structural features that contribute to meaning and influence the reader in certain ways). | * Beginning to identify key themes (in the Land of Roar – an adventure story; writing for term 3 is adventure stories e.g. characters, setting and plot (build up, problem, resolution). Discussion around choice of language, structure and presentation to contribute to meaning and capture readers’ interest and imagination. Feed into writing of own adventure stories. | | * Look at the structure of different types of text. Explore key words or phrases used by the author and their effect on the reader. How does the author create setting and characters? * Use a range of text types – referring to key aspects of grammar in Year 3 e.g. paragraphs, use of direct speech. | |
| * **Inferring** | * Looking at descriptions of Roald Dahl characters and drawing inferences based on vocabulary and information is given in the description. * Use of the book Hamilton’s Hats to draw inferences about characters, based on their actions in the story. | * Drawing inferences about characters’ feelings, thoughts and motives from their actions. Using evidence from the text to justify the inferences drawn. Making links with own personal experience or other similar texts read previously. | | Stone Age Boy – when the boy meets the Stone Age girl, what are they thinking and feeling when they meet? Why do you think these things?  Oliver and the Seawigs – what do the characters think and feel? Look at actions of characters and motives. Explore different characters and situations at different points in the text.   * The Day the Crayons Quit – what are the crayons thinking and feeling? How would you act if you were one of the crayons? How might Duncan feel and act when he realises how the crayons feel? | |

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| **Year 4** | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** |
|  | **Topic/s: Picture this** | | **Topic/s: The Ancient Egyptians** | | **Topic/s: The Anglo Saxons & The Vikings** |
|  | Key text/s:  The ‘Katie’ series by James Mayhew (main focus – Katie and the Sunflowers & Katie and the British Artists)  The Firework Maker’s Daughter by Phillip Pullman  Reference books on artists/volcanoes and earthquakes. | | Key text/s:  The Time-Travelling Cat and the Egyptian Goddess by Julia Jarman  Journey to the River Sea by Eva Ibbotson  Reading and performing Egyptian playscript  Reference books on Egyptians and rivers. | | Key text/s:  Beowulf by Michael Morpurgo  How to train your Dragon series by Cressida Cowell  Reference books on the Anglo Saxons and Vikings. |
| * Reading a range of genres | Use Roald Dahl Day to kick start a love of reading in this class. Look at his novels as well as his poetic verse.  Write book reviews and make recommendations.  Read cinquain poems.  Use picture books and novels. Reference books – nonfiction.  Encourage children to join the BANES library and/or bring in a library card to visit the mobile library on alternate Wednesdays. | * Re-read and enjoy a range of fairy stories. Why do we enjoy them so much? Discuss how these stories fire our imagination. Discuss the oral story telling tradition and how stories have been passed down from generation to generation. What are the common themes? Look at the good versus evil themes and characters. * Introduce class mini library of Shakespeare stories – historical, tragedy, comedy etc. Read, share, recommend, enjoy. * Read and enjoy poems, especially those with metaphors and descriptive language e.g. The River by Valerie Bloom. Also, rhyme, similes, etc. | | * Revisit cinquain poems. * Read and enjoy haiku poetry, linked to the changing seasons. * Explore myths and legends and how they impact on our culture and understanding of historical events. * Read kenning poems. Where do they originate? Create own versions and read aloud. * Choose a favourite poem, and perform to the rest of the class. | |
| * Activating prior knowledge | * Use and share what we already know about artists/volcanoes and earthquakes including facts, vocabulary, context. | * Use and share what we already know about Ancient Egyptians and Rivers including facts, vocabulary, context. | | * Use and share what we already know about topics, including facts, vocabulary, context. In exploring Beowulf, ask what we might need to know before reading in order to gain a better overall understanding and enjoyment. | |
| * Explaining vocabulary (Clarifying) | * Identify word types in reading. * Use dictionaries to look up and discover the meaning of topic related vocabulary – art, volcanoes and earthquakes. How do we use a glossary? * Use the clip ‘Adventures are the pits’ from the Literacy Shed to explore clarifying (little boy’s frightening experience in a ball pit). In pairs, make sense of an initially confusing story. Generate vocabulary to explore further. * Word banks. | * Use dictionaries to look up and discover the meaning of topic related vocabulary – the Egyptians and rivers. * Use vocabulary books to make own collection of interesting words and their meaning. Explore synonyms and antonyms. Use a thesaurus. * Gather ideas and vocabulary from a range of written sources – primary and secondary sources – such as books, labels, annotated notes, captions etc. * Look at and explore word families. | | * Use dictionaries to look up and discover the meaning of topic related vocabulary – the Anglo-Saxons and Vikings. Use a range of texts which support vocabulary development independently and with self-motivation – dictionary, thesaurus, and glossary. * Gather vocabulary from class text, which describes the setting and characters. | |
| * Predicting | * Use the clip ‘Catch it’ from the Literacy Shed to introduce and explore prediction (Meerkats and a treasured fruit; links with the Rugby World Cup). Make initial predictions. Watch a few minutes, pause and record ideas. The reasons for my prediction are…… Watch the rest of the clip. My prediction was……….. What actually happened was………… * Continue to use the language of prediction across the curriculum. Make predictions in own reading and/or with a partner. | * Make predictions based on the evidence in the text, prior reading and wider knowledge. Check this and say whether what happened was expected or not. * Children are encouraged to predict events/character behaviour in Journey to the River Sea on the basis of atmosphere/setting. | | * Routinely make predictions and check the outcome. Children are encouraged to use their knowledge of wider reading to predict events/endings/character behaviour. | |
| * Questioning | * Use the clip ‘For the birds’ from the Literacy Shed to elicit questions (Birds sharing a telegraph wire; links with Anti-bullying Week). Watch the clip, and then ask and answer questions to deepen understanding. * When we meet Katie in the first story, create questions to ask her, in order to find out more about the story. Explore the difference between open and closed questions. * Create subheadings in the form of questions. | * Ask and answer open and closed questions when reading across the curriculum. * Visit to Bristol Museum – Egyptians workshop – solve the riddles and puzzles using evidence from different sources. | | * Consider the usefulness of questions, making sure they are beneficial and deepen understanding. * Link questions to other texts read this year and before. | |
| * Summarising | * Read and enjoy the first chapter of The Firework Maker’s Daughter. Use the other three aspects of Reciprocal Reading to make sense of this chapter. Use this to summarise what has happened so far. * Research information in non-fiction texts about volcanoes and earthquakes. | * Research information in non-fiction texts about the Egyptians. * When reading information texts, be selective in which content to use. Begin to identify and disregard irrelevant information. * Children are encouraged to recognise intro, build up, climax or conflict and resolution in narrative – Journey to the River Sea. | | * Research information in non-fiction texts about the Anglo-Saxons and Vikings. * Use information presented electronically. Check across different websites and only use pertinent content. * Children are encouraged to recognise intro, build up, climax or conflict and resolution in narrative – Beowulf, How to Train Your Dragon. | |
| * Discussing and comparing | * Identify similarities across the Katie books – recurring themes, characters, scenarios. How do these help to hook us in as readers? * Use Bloom’s taxonomy categories to ask and answer questions about different artists and their unique style. * Non chronological texts – look at the features – headings, subheadings, paragraphs, facts and information etc. | * Use Reciprocal Reading weekly to participate in discussions with a small group and/or in pairs. Listen and take turns. Respect the opinion of others. Express points of view, backed up with evidence. Record ideas on paper, as a reference for another time. Use vocabulary book, reading record, SPAG book, a dictionary and reciprocal reading prompt cards, as an armoury of resources to support. * RR to be taught as a whole class lesson, plus an ‘extra’ lesson (as an intervention) for the 20% and/or those children at working towards/below the expected level. * Use World Book Day as a means to explore, enjoy, and investigate different authors, texts and stories. | | * Continue Reciprocal Reading, as it becomes a more natural and independent tool. Be able to use some of these strategies independently, as well as within a group. * Look at how characters develop over time. Find evidence in a series of books to show this. E.g. the character of Hiccup is presented to us as a small boy in the first book, but grows in size and character as the stories unfold. * Compare and contrast the ‘How to train your dragon’ stories in print and in film. * Compare authors and poets. Express personal preferences regarding their work. Discuss their unique style and common features. Make connections. | |
| * Authorial Intent | * Class resources available to the children – magazines etc. * Be explicit about structural devices – bullet points, headings etc. Why are these used? When would it be inappropriate?   Consider themes in The Firework Maker’s Daughter by Phillip Pullman | * Read diaries and newspaper articles. Have different types available in the classroom. Identify the audience. * In the Time-Travelling Cat, pull out phrases used to create and sustain tension. * Consider themes in Journey to the River Sea. | | * Look at the structure of different types of poetry and compare the presentational devices. Which ones are most effective and in which context? * How does Cressida Cowell create the setting and characters? What language does she use? * Consider themes in Beowulf. | |
| * Inferring | * Comprehension questions – Poppy Day extracts. * Look for clues in a range of texts, in order to gain a better understanding of motives, feelings etc. How do we know the fire fiend is an unpleasant character? Which of these clues are explicit and which are implied? | * Prompt questions modelled during Reciprocal Reading: * What is x feeling? How do we know? * What is x thinking? How do we know? * What is x going to do? How do we know? * What techniques does the author use to feel sympathy or dislike? | | * Children to ask and answer these questions unprompted, especially when reading ‘How to train your dragon’. | |

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| **Year 5** | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** |
|  | **Topic/s: Victorians** | | **Topic/s: Ancient Greece** | | **Topic/s: Growing and Making** |
|  | Key text/s: Street Child  Oliver Twist (simplified edition) | | Key text/s: Who Let The Gods Out  Wide range of Greek myths (including Perseus, Theseus, Odysseus, Persephone and the Pomegranate, King Midas and the Golden Touch.) | | Key text/s: The Wreck of the Zanzibar  The Iron Man  Almaz and the Lion  The Magic Box poem  The Highwayman poem |
| * Reading a range of genres | \*Non-fiction book about Victorian times  \*Remembrance Day poems | * \*Non-fiction- How to be an Ancient Greek in 25 easy stages. * Reading and performing Greek playscript | | * \*Non-fiction- explanations of life cycles linked to both science and English. | |
| * Activating prior knowledge | * When starting a new unit, we always recap on what the children know about this genre. * For Street Child and Oliver Twist, we explored prior knowledge about what life was like during the Victorian times, what schools and workhouses were like and similarities and differences between childhood then and now. | * Children have already learnt about the Romans and there are some similarities that they find between the Romans and Greeks. * Lots of discussion needed on the timeline of Ancient Greece, what myths are and how they were passed on. Lots of difficult names to model to chn including Greek Gods/ Goddesses. | | * The Wreck of the Zanzibar is set in the past so discussion and understanding is needed of both what life was like in 1907 and what life in The Isles of Scilly would have been like. * Almaz and the Lion is set in Ethiopia and therefore knowledge is needed about culture in Ethiopia. | |
| * Explaining vocabulary (Clarifying) | * In Street Child we: \*learn about the differences between facts and opinions and find parts of the text that are facts and opinions. * \*Clarify terms and vocabulary that we no longer use e.g. shillings in the first chapter * \*Discuss vocabulary together and use dictionaries to look up unknown words * \*Identify and make notes of interesting/unknown vocabulary using descriptasaurus to prepare for character descriptions. * \*Write down and discuss vocabulary that comes out of drama and role play tasks. * \*Vocabulary in Remembrance Day poems | * Introduce reciprocal reading ‘clarifying’ strategy whole class using Who Let The Gods Out. * Clarifying vocabulary e.g. there is a Zodiac Council with 12 members- Aquarius, Scorpia etc. Clarifying needed for these names and where children might have heard them. Clarifying for jokes within the story which we discuss as a class. | | * In The Wreck of the Zanzibar there is vocabulary based on boats, fishing etc which needs to be discussed, looked up in a dictionary and clarified. * In Almaz and The Lion words needing to be clarified e.g. injera which is a type of food.   In both The Magic Box and The Highwayman clarification is needed both about the vocabulary and understanding the poems. | |
| * Predicting | * Throughout the class book Street Child we: * \*Predict what might happen next using the text e.g. I predict that Jim will see his sisters again because on page—it says ---- * Throughout Oliver Twist:\*(Predicting what might happen next throughout \*At the end predicting (without any answer) and discussing what do you think happened to Dodger and Fagin? What was Oliver like when he grew up? | * Introduce reciprocal reading ‘predicting’ strategy whole class using Who Let The Gods Out. * Focus on the language of prediction e.g. X happened, therefore I think…, The likelihood of…. Etc. | | * Predicting is used throughout all texts, encouraging to children to explain why they think X will happen, using the text and clues planted by the author to support their answers. | |
| * Questioning | * Throughout the class book Street Child we: * \*I ask the children a wide range of questions that they can answer using the text * \*The children ask each other a wide range of questions * \*The children ask the teacher questions about the story- sometimes links to clarifying. * With Oliver Twist: * \*Thought provoking questions are discussed: * Is Oliver wrong to steal? Is Dodger wrong to take Oliver to Fagin’s? Is Fagin looking after the boys? What was Dickens trying to show? | * Introduce reciprocal reading ‘questioning’ strategy whole class using Who Let The Gods Out. * Links to inference, encouraging children to think carefully about characters’ feelings, motives etc and using quotes from the text to prove what they think. Encouraging children to ask questions about the book to each other and to the teacher. | | * Questioning used throughout all texts. Children can generate further questions based on an initial question, in order to take the group’s thinking further. | |
| * Summarising | * \*In groups, children make 3/4/5 freeze frames to summarise one chapter of Street Child so far. When watching, this means children can watch a summary of the first 5 chapters of the book. * \*Role playing in small groups different periods of Jim’s life. What was life like for Jim (and other children like Jim) living in the flat, the workhouse, with Grimy Nick etc. | * Introduce reciprocal reading ‘summarising’ strategy whole class using Who Let The Gods Out. * Summarising paragraphs, chapters, the story so far through drama, verbally and written. * Evaluating different summaries and discussing which was is most accurate and why. | | * Throughout The Wreck of the Zanzibar, The Iron Man and The Highwayman summarising is used as a way to summarise and explain paragraphs, chapters and the story so far. We have conversations and use a rage of drama techniques. | |
| * Discussing and comparing | * Roald Dahl Day- reading, enjoying, discussing Roald Dahl books * Lots of discussion on what childhood means throughout both Street Child and Oliver Twist. * Comparing similarities and differences between the two books. * Discussion at the end of Street Child about the character Barnie and teaching the class about the real person this is based on- Dr Barnardo. * Discussing and comparing a range of Remembrance Day poems. | * \*Discuss and compare a wide range of Greek myth- features of a myth, similarities and differences between characters e.g. heroes tend to be---, etc. * \*Use a range of drama- hot seating, freeze frames etc to consider myths more deeply and help to see the same myth from different people’s points of view. | | * \*Discuss and compare The Wreck of the Zanzibar with other Michael Morpurgo books that the children have read. * \*Discuss and compare both The Magic Box and The Highwayman with other poems that the children know. * \*Discuss and compare the role of children in stories e.g. Almaz compared to Laura in The Wreck of the Zanzibar and previous stories that we/they have read. How similar and different can ‘childhood’ be? | |
| * Authorial Intent | * We focus on author’s language choices and the impact that these have e.g. how Grimy Nick is described. He is described as ---, this shows that the author--- * We discuss why Charles Dickens chose to write about Oliver Twist – as a Victorian, what was he intending to show the reader? * Remembrance Day poems- My Boy Jack- what was Rudyard Kipling trying to show through his poem? | * We discuss what myths are and what myths might be trying to show. At the end of the unit, children create their own myths which allows them to use their authorial intent e.g. hero deciding not to kill the beast or having a heroine who saves a man and turns down a marriage proposal. What are the children as authors trying to show? | | * Using The Iron Man, we discuss the author’s language choices and the impact of these (lots of discussion especially in chapter 1).   Poets’ intentions through The Magic Box and The Highwayman | |
| * Inferring | * \*Children put themselves in characters’ shoes for a range of writing tasks and this helps them to infer characters’ feelings and motives behind choices. * \*Drama- inferring Jim’s feelings as he goes to the work house. Discuss pros and cons. If you were Jim, what would you do? * \*Making inferences about the characters in Oliver Twist e.g. why Nancy is loyal to Bill? | * \* Hot seating as characters Perseus and Medusa- allows children to think of thoughtful questions to ask each character and to use their imagination and inference skills to answer as one of the characters. * \*Inference throughout Who Let The Gods Out- | | * Inference throughout The Wreck of The Zanazibar- e.g. what does the tortoise represent? Etc   In Almaz and the Lion, the link between Almaz’s relationship with her new stepmother and Almaz’s relationship with the lion. | |
| **Year 6** | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** |
|  | **Topic/s: Wonder** | | **Topic/s: Holes** | | **Topic/s: Marvellous Maya** |
|  | Key text/s:  Wonder – Modern fiction  The Arrival – Picture book | | Non- fiction texts – Maya  Poetry - The Lost Words Robert MacFarlane & Jackie Morris  Fiction – The Corn Grows Ripe | | Key text/s:  The Corn Grows Ripe – Folk tale  The Hero Twins – A Maya Myth |
| Reading a range of genres | Non-fiction texts about North America  Examples of discussion texts  Diary – Wonder  Picture – The Arrival  Playscript – Nativity | Key text/s:  Fiction- Holes  Oranges in No Man’s Land | | Non-fiction – Bear Grylls linked to Holes  Poetry – Wilfred Owen linked to no man’s land  Fiction – holes  Fiction – Oranges in No Man’s Land | |
| Activating prior knowledge | Before starting the text we explored the tag line ‘don’t judge a boy by his face,’ and made links to the saying ‘don’t judge a book by its cover. The children engaged in a Jeans for Genes day to learn about the main character’s disability alongside some of the science and language they would come across in the text. This supported the children to develop greater understanding of the characters feelings and actions at the beginning of the text.  We then looked at the purpose of a diary and the different types that we have previously come across. We looked at extracts from Anne Frank, Diary of a Wimpy Kid, Holes, Titanic and Charlotte’s Web. We used these to compare the settings (location and historical). We compared what was the same and different noticing the use of colloquial language or the writers use of a more formal tone. | The children take part in a Maya themed day to develop historical and geographical understanding prior to initial reading. They use a range of non-fiction texts to develop topical understanding and as they read the text, make contextual links. Discuss the purpose of folktales and discuss the importance of storytelling through the ages. Why did stories have to be told? Is it important to keep them ‘alive’? Understand that stories change and evolve over time- they often teach a lesson and reveal details about traditions and culture. | | The children will talk about justice and the power of free will/making choices. They will make links to dealing with difficult situations and ways of staying calm.  \*Explore the use of symbolism and imagery to convey meaning.  \* Topical language and historical context pre teaching. | |
| Explaining vocabulary (Clarifying) | In the text Wonder:  \* The children were initially exposed to the scientific language used in the text.  \* Children explored the use of colloquial language and terms that are more commonly used in North America. We discussed the word meanings based on the context and made a bank of them on the vocabulary board in the classroom.  \* We looked at the use of powerful verbs and adverbs to infer information about character feelings through ‘show not tell’.  \* Children identify unknown language in the class text and use a dictionary to clarify, sharing their findings with the class in their own words and suggesting synonyms or antonyms.  \* Some children have been given additional record books to record new and ambitious language to challenge and support their writing. | \* Children text highlight and look up unknown words from the given text. The words are displayed on the wall and explored in more detail using non- fiction texts if appropriate/topical such as glyphs or codices.  \* Children text highlight unknown words and increasingly use the context of the text to develop their understanding of the meaning.  \*Children will start to ask questions to check their understanding of language using synonyms and antonyms to clarify.  \* Introduce reciprocal reading ‘clarifying’ strategy during guided reading group sessions and then as a whole class. | | \* Children text highlight and look up unknown words from the given text. The words are displayed on the wall and explored in more detail using non- fiction texts if appropriate/topical such as yellow spotted lizards.  \* Children text highlight unknown words and increasingly use the context of the text to develop their understanding of the meaning.  \*Children ask questions as they read and with increasing independence to check their understanding of language and the text.  \* Use reciprocal reading ‘clarifying’ strategy during guided reading group sessions and as a whole class. | |
| Predicting | \* The children read the initial part of the text until Auggie is in the car and hears his dad saying, ‘he’s like a lamb to slaughter’. Children explore the meaning and discuss what will happen next based on the various discussions about whether he will attend school. Children write discussion texts based on the idea ‘Should august have to go to school?’ Children make links to their own experiences and those of characters in texts they have previously read.  \* Class focus on the ‘Bleeding Scream’ chapter making regular predictions. “I predict that August will hear something bad said about him because no one will recognise him now that he is wearing a mask and there have been games kept secret from him before.”  \* The Arrival: Children have opportunity to retell the parts of the story we have explored so far and predict what will happen next based on prior reading. “The father takes a paper crane out of his hat and hands it to his daughter. This could mean he is going away for a long period of time and she will need something to remember him by.” | \* Introduce reciprocal reading ‘predicting’ strategy whole class using ‘The Corn Grow Ripe.  Focus on the language of prediction e.g. X happened, therefore I think…, The likelihood of…. Etc.  \*Children to start recording their prediction using evidence from the text. They will be given the opportunity to adjust their predictions in subsequent sessions. Eg ‘The author compares the young boy to a jaguar, which is a lazy creature, so I predict that the boy will have to learn a lesson about work ethic because his brothers have died and his family will need him more.”  \* During guided reading sessions children develop answers through group discussion as led by one of the children. They should be able to justify their answers and challenge each other’s views courteously. | | \* Predicting is used throughout all texts, encouraging the children to explain why they think X will happen, using the text and clues planted by the author to support their answers. They can start to make links to authorial intent for example. “I think the author has told us about the dangers of yellow spotted lizards because Stanley will get bitten by one during his time at the camp.” | |
| Questioning | \* The children complete an activity where they group together different question types. They answer questions verbally and written based on these question types and have the opportunity to formulate their own examples using the question stems.  \* The class have an opportunity to see questions modelled by the teacher, guided as a whole class and answer independently both verbally and in writing.  \* Children generate questions when watching clips of ‘the Arrival’ text. | \* Introduce questioning during guided reading sessions and then whole class teaching.  \* Children will develop active reading style during guided reading sessions “I wonder if the nanny is a reliable character because although she has told us what is in the suitcase, it is yet to be seen by the girl.”  \* Children will begin to ask questions about the text as they read to clarify understanding and support them when generating predictions.  \* Children will use the questioning prompts in line with the whole school approach and develop questioning based on higher-level language structures to develop retrieval skills. | | \* Children will begin to ask questions about the text as they read to clarify understanding and support them when generating predictions.  \* Children will generate questions and sometimes use the questioning prompts in line with the whole school approach to develop retrieval skills. | |
| Summarising | \* Children use freeze frames to sequence and summarise the main parts of the text.  \* Children regularly summarise the part they have been reading in time it takes for fingers to meet in the middle.  \*Children have the opportunity to summarise competing views when looking at the feelings of characters eg. Auggie and Jack Will, and when exploring discussion texts linked to key themes from the text eg. Should children have to wear school uniform?  \* Children explained whether they think it was right for Summer to tell Jack Will what he had done to upset August. They use evidence from the text and justify their opinion. | \* Introduce reciprocal reading for summarising. The children will be able to summarise prior reading of extracts, chapters and whole texts. They will demonstrate their understanding through drama, discussion and written work.  \* Children will be able to summarise the main ideas featured in poetry from ‘The lost World’, identifying the key themes and making links to current issues and broader learning such as geographical or scientific. They will be able to evaluate the text to distinguish which elements are most significant in portraying the intended meaning of the poet. | | \* Continue to read during reciprocal reading sessions using the whole school reading approach for summarising.  \* Children will develop their ability to produce a succinct summary by looking at examples and discussing whether the writer has summarised the main points concisely. They will start to write their own summaries recognising when they are succinct and these will be displayed on the reading wall to promote a range of texts to others. | |
| Discussing and comparing | \* The class contribute book reviews for the class-reading corner. They present these to the class so that others have the opportunity to ask questions before being displayed.  \* Children regularly make links to their own reading and make links to the new text Auggie and me, which some children had chosen to read in addition to the class text.  \* Class discuss why the author chose to write about the given subject.  \* Explain personal responses to feelings about characters and how these change as our understanding develops when character diaries swap. | \* During guided reading sessions children will have the opportunity to make connections between texts which all allow access to common themes.  - Journey to the River Sea  - The Island  - The Explorer  Children can compare how the experience of arriving in the rainforest is the same/different for different texts form personal responses and justifying. | | \* The children will continue to take part in discussion about books building on their own and others’ ideas. This will be particularly evident during discussions surrounding justice and fate.  \* The class will be able to make comparisons between books and examples of the same text based on the range of texts covered in Year 6 and their own reading. | |
| Authorial Intent | \* The children explore how the use of language, structure and presentation contribute to meaning. This was particularly effective for the diary entry by Via’s boyfriend who didn’t use capital letters and other punctuation/grammar features.  \* Children look at examples of figurative language to convey character feeling in particular. They look at examples of idioms and discuss the meanings/purpose.  \* Children discuss why the book has been so popular and the author’s purpose for writing about the theme. | \* Children demonstrate an understanding of themes and conventions by discussing texts used in whole class and guided reading opportunities.  “The authors for both ‘Journey to the River Sea’ and ‘The Explorer’ wanted the characters to be overwhelmed by the dramatic landscape when they arrived in the rainforest.”  \* Children use poetry to explore how language and structure contribute to meaning. They will demonstrate their understanding by developing their own examples.  \* Identify presentational features and demonstrate their understanding of how the reader draws meaning from the text when using non-fiction texts to research prior to non-chronological report writing. | | \* Children demonstrate an understanding of themes and conventions by discussing texts used in whole class and guided reading opportunities.  \* To discuss and evaluate how authors use language and consider the impact on the reader. They will explore this in relation to the text Holes Eg. “The author says Stanley’s water canteen banged against his chest as he ran, reminding him every time that it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of the canteen reminding Stanley how thirsty and desperate he is.” | |
| Inferring | \* Children put themselves in characters’ shoes for a range of writing tasks, which helps them to infer characters’ feelings and motives behind choices.  \* Look at images from The Arrival and practise inference skills. We looked at an image of a cracked tea pot and based on what we had already read the class made inferences. “The teapot has been used so many times that is has become cracked and worn, this could show that the family are very close, perhaps spending time talking with a cup of tea and therefore it will be hard for them to separate.” | \* Children will use non-fiction texts to research the demise of the Maya civilisation and draw reasonable conclusions that present differences of opinion. Eg war, disease etc.  \* Draw conclusions about character motive, particularly in the text ‘The Hero Twins’ and infer the consequences of failing tasks making links to historical knowledge. | | \* Children to focus on the language used in the war poems to develop meaning and understanding. They should be able to infer details about the setting and people based on the text (verse 1 only) “Bent double like old beggars under sacks implies that the soldiers are weary from carrying the physical and emotional burden of war.”  \* Explain how the author tried to manipulate the emotional bias of the reader in Holes, particularly with regard to the warden/guard characters and their interactions with the boys at the camp. | |