

READING

Theological Underpinning:		
Spiritual growth and development: some of the big questions asked	Biblical references offering insight	Theological underpinning – why is this subject important to us as Christians?
<ul style="list-style-type: none"> • How do I understand/see my own identity? • What truly 'speaks' to me? • Do we all have a voice and if so, how do we use it? • Can words sum up feelings? 	<ul style="list-style-type: none"> • <i>I stayed on the mountain forty days and forty nights, as I had done the first time. And once again the Lord listened to me. The Lord was unwilling to destroy you. Deuteronomy 10:10</i> • <i>Once more Jesus spoke to them in parables, saying: "The kingdom of heaven may be compared to a king who gave a wedding banquet for his son." Matthew 22:1-2</i> • <i>Jesus spoke up and said to him, "Simon, I have something to say to you." "Teacher," he replied, "speak." Luke 7:40</i> • <i>The Lord said to Moses: Write these words; in accordance with these words I have made a covenant with you and with Israel. Exodus 34:27</i> 	<p>The Bible has inspired many authors. Works by C.S. Lewis, T.S. Eliot and many more show us that writing can re-tell but also re-imagine and make further sense of the Christian story. In doing so, literature which draws on Christian narratives, themes or symbolism can ask searching questions of the existence and the nature of God. It can also explore the journey of faith in more modern contexts. Stories of many forms, verses, song, and letters are the material of the Bible and have inspired much literature, Christian or otherwise. The telling of stories is essential to Christians; it is part of giving witness to God, of sharing the journey or lessons of faith with others</p>

Non-Fiction Fiction Poetry

*Books that show diversity, inclusion and representation. For further information, please see *St. George's CE Primary School English Intent Statement and Inclusion Policy*.

Reception Reading Curriculum Overview

EYFS Reading		Birth to 5 Matters – Reading Range 5:		Birth to 5 Matters – Reading Range 6:		Early Learning Goals:	
		<ul style="list-style-type: none"> Knows that print carries meaning and, in English, is read from left to right and top to bottom Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Handles books and touch screen technology carefully and the correct way up with growing competence Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> Shows awareness of rhyme and alliteration Recognises rhythm in spoken words, songs, poems and rhymes Claps or taps the syllables in words during sound play Hears and says the initial sound in words 		<ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail Re-enacts and reinvents stories they have heard in their play Knows that information can be retrieved from books, computers and mobile digital devices Is able to recall and discuss stories or information that has been read to them, or they have read themselves Begins to recognise some written names of peers, siblings or Mummy/Daddy” for example Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> Continues a rhyming string and identifies alliteration Hears and says the initial sound in words Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them Starts to link sounds to letters, naming and sounding the letters of the alphabet Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 		Comprehension ELG Children at the expected level of development will: <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading ELG Children at the expected level of development will: <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	
Term	Content	Half-Term 1			Half-Term 2		
Aut	English Text	<i>Colour Monster</i> By Ana LLenas	<i>So Much*</i> by Trish Cooke	<i>Naughty Bus</i> by Jan Oke	<i>Look Up *</i> by Nathan Byron	<i>The Train Ride</i> by June Crebbin	
	Reading Texts	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	
Spr	English Text	<i>Goldilocks</i>	<i>The Magic Paintbrush*</i> by Julia Donaldson	<i>Dora’s Eggs</i> by Julie Sykes	<i>Little Red Hen</i>		
	Reading Texts	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories		
Sum	English Text	<i>Rainbow Fish</i> by Marcus Pfister	<i>Billy’s Bucket</i> by Kes Gray and Garry Parsons	<i>Handa’s Surprise*</i> by Eileen Browne	<i>The Extraordinary Gardener*</i> by Sam Boughton	<i>Oliver’s Vegetables</i> by Vivian French	
	Reading Texts	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	

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Year 1 Reading Curriculum Overview

NC Reading (Y1)

Reading – Word Reading
Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Reading - comprehension
Pupils should be taught to:

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

Once children have graduated from RWI they are taught comprehension skills using the key language of VIPERS.

	Vocabulary Looking at the choice of words that an author uses in a text.
	Infer What is suggested but not said in the text? Read between the lines and find the 'hidden' meaning.
	Predict What might happen next based on what has happened in the text?
	Explain Explain their thoughts and opinions about a text.
	Retrieve Retrieve information from the text to answer questions.
	Sequence Putting the key events in order.

KS1 Content Domain Reference [VIPER]

- 1a** - draw on knowledge of vocabulary to understand texts [Vocabulary]
- 1b** - identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information [Retrieve]
- 1c** - identify and explain the sequences of events in texts [Sequence]
- 1d** - make inferences from the text [Infer]
- 1e** - predict what might happen on the basis of what has been read so far [Predict]

Term	Content	Half-Term 1		Half-Term 2	
Aut	Complimentary Writing Planning Sequence	<i>Cave Baby</i> by Julia Donaldson and Emily Gravett	<i>Astro-Girl*</i> by Ken Wilson-Max	<i>Leo and the Octopus *</i> by Isabelle Marinov	<i>Billy and the Beast*</i> by Nadia Shireen
	Reading Texts	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories
Spr	Complimentary Writing Planning Sequence	<i>Beegu*</i> by Alexis Deacon	<i>Stanley's Stick</i> by John Hegley and Neal Layton	<i>Lost and Found</i> by Oliver Jeffers	<i>The Odd Egg*</i> by Emily Gravett
	Reading Texts	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories	RWI Phonics and Talk Through Stories
Sum	Complimentary Writing Planning Sequence	<i>Dinosaur's and all that Rubbish</i> by Michael Foreman	<i>Send for a Superhero</i> by Michael Rosen and Katherine McEwan	<i>Julian is a Mermaid*</i> by Jessica Love	<i>The Magic Bed</i> by John Burningham
	Reading Texts	RWI Phonics and Talk Through Stories HA – <i>After the Fall</i> by Dan Santat	RWI Phonics and Talk Through Stories HA – <i>There's a Rang Tan in My Bedroom</i> by Sellick and Preston-Cannon <i>The Ride-by-Nights</i> by Walter de la Mare	RWI Phonics and Talk Through Stories HA - <i>Dixie O'Day: In the Fast Lane</i> by Shirley Hughes & Clara Vulliamy.	RWI Phonics and Talk Through Stories HA – <i>The Magic Finger</i> by Roald Dahl

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Year 2 Reading Curriculum Overview

NC Reading (Y2)

Reading – Word Reading

Pupils should be taught to:







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

Reading – Comprehension

Pupils should be taught to:

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

Once children have graduated from RWI they are taught comprehension skills using the key language of VIPERS.

	Vocabulary Looking at the choice of words that an author uses in a text.
	Infer What is suggested but not said in the text? Read between the lines and find the 'hidden' meaning.
	Predict What might happen next based on what has happened in the text?
	Explain Explain their thoughts and opinions about a text.
	Retrieve Retrieve information from the text to answer questions.
	Sequence Putting the key events in order.

KS1 Content Domain Reference [VIPER]



















- 1a - draw on knowledge of vocabulary to understand texts [Vocabulary]
- 1b - identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information [Retrieve]
- 1c - identify and explain the sequences of events in texts [Sequence]
- 1d - make inferences from the text [Infer]
- 1e - predict what might happen on the basis of what has been read so far [Predict]

Term	Content	Half-Term 1		Half-Term 2	
Aut	Complimentary Writing Planning Sequence	<i>The Goldilocks Project</i>	<i>Jim and the Beanstalk</i> by Raymond Briggs	<i>The Bear Under the Stairs</i> by Helen Cooper	<i>The Journey Home</i> by Frann Preston-Gannon
	Reading Texts	RWI Phonics <i>The Street Beneath My Feet</i> by Charlotte Guillian	RWI Phonics <i>Too Small Tola*</i> by Atinuke	RWI Phonics <i>Cinderella: An Art Deco Fairy Tale</i> by Lynn Roberts-Maloney and David Roberts	RWI Phonics <i>The Magic and Mystery of Trees</i> – Jen Green
Spr	Complimentary Writing Planning Sequence	<i>The Great Fire of London</i> by Emma Adams and James Weston Lewis	<i>Tadpole's Promise</i> by Jeanne Willis and Tony Ross	<i>If All the World Were*</i> by Joseph Coelho	<i>The Minpins</i> by Roald Dahl and Patrick Benson
	Reading Texts	<i>Rabbit and Bear</i> by Julian Gough & Jim Field	<i>Fanatic about Frogs</i> by Owen Davey	<i>Hotel Flamingo</i> by Alex Milway	<i>Cakes in Space</i> by Philip Reeve
Sum	Complimentary Writing Planning Sequence	<i>The Dragon Machine</i> by Helen Ward and Wayne Anderson	<i>Ocean Meets Sky*</i> by the Fan Brothers	<i>Rosie Revere, Engineer*</i> by Andrea Beatty and David Roberts	<i>We Are Water Protectors*</i> by Carole Lindstrom
	Reading Texts	<i>Spider and the Fly</i> by Mary Howitt and Tony DiTerlizzi <i>A Book of Bears</i> by Katie Viggers	<i>Eric</i> by Shaun Tan	<i>Ada Twist and the Perilous Pantaloons*</i> by Andrea Beaty	<i>Grimwood</i> by Nadia Shireen

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Year 3 Reading Curriculum Overview

NC Reading (Y3/4)		<p>Reading - Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf), both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Reading - comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 		<p>In Key Stage Two children's reading skills are taught and practised using VIPERS during whole class reading sessions.</p> <table border="1"> <tr> <td></td> <td>Vocabulary Looking at the choice of words that an author uses in a text.</td> </tr> <tr> <td></td> <td>Infer What is suggested but not said in the text? Read between the lines and find the 'hidden' meaning.</td> </tr> <tr> <td></td> <td>Predict What might happen next based on what has happened in the text?</td> </tr> <tr> <td></td> <td>Explain Explain an aspect of the text. This may include why the author includes it.</td> </tr> <tr> <td></td> <td>Retrieve Retrieve information from the text to answer questions.</td> </tr> <tr> <td></td> <td>Summarise Sum up key points in the text or sequence events as a summary.</td> </tr> </table> <p>KS2 Content Domain Reference [VIPER]</p> <p>2a- give/explain the meaning of words in context [Vocabulary] 2b- retrieve and record information/ identify key details from fiction and non-fiction [Retrieve] 2c- summarise main ideas from more than one paragraph [Summarise] 2d- make inferences from the text/ explain and justify inferences with evidence from the text [Infer] 2e- predict what might happen from details stated or implied [Predict] 2f- identify/explain how information/ narrative content is related and contributes to meaning as a whole [Explain] 2g- identify/explain how meaning is enhanced through choice of words and phrases [Explain] 2h- make comparisons within a text [Explain]</p>			Vocabulary Looking at the choice of words that an author uses in a text.		Infer What is suggested but not said in the text? Read between the lines and find the 'hidden' meaning.		Predict What might happen next based on what has happened in the text?		Explain Explain an aspect of the text. This may include why the author includes it.		Retrieve Retrieve information from the text to answer questions.		Summarise Sum up key points in the text or sequence events as a summary.
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Aut	Complimentary Writing Planning Sequence	<i>Leon and the Place Between</i> by Angela McAllister	<i>The First Drawings</i> by Mordicai Gerstein	<i>The BFG</i> by Roald Dahl and Quentin Blake *book and film	<i>The Tin Forest</i> by Helen Ward and Wayne Anderson												
	Reading Texts	<i>I am the Seed that Grew the Tree</i> by Fiona Waters	<i>Lost Species</i> by Jess French and Daniel Long	<i>The BFG</i> by Roald Dahl and Quentin Blake *book and film	<i>Arthur and the Golden Rope</i> by Joe Todd Stanton												
Spr	Complimentary Writing Planning Sequence	<i>The Pied Piper of Hamelin</i> by Michael Morpurgo	<i>Cinderella of the Nile*</i> by Beverley Naidoo	<i>How to Live Forever*</i> by Colin Thompson	<i>Flotsam</i> by David Wiesner												
	Reading Texts	<i>Pied Piper</i> by Robert Browning	<i>Africa, Amazing Africa*</i> by Atinuke	<i>Old Possum's Book of Practical Cats</i> by T. S. Eliot	<i>Fortunately the Milk*</i> by Neil Gaiman												
Sum	Complimentary Writing Planning Sequence	<i>The Last Garden*</i> by Rachel Ip	<i>Escape from Pompeii</i> by Christina Balit	<i>Cloud Tea Monkeys*</i> by Mal Peet and Elspeth Graham	<i>Nen and the Lonely Fisherman *</i> by James Mayhew												
	Reading Texts	<i>A Necklace of Raindrops*</i> by Joan Aiken	<i>Earth Shattering Events</i> by Sophie Williams and Robin Jacobs	<i>Mr Penguin and the Lost Treasure</i> by Alex T. Smith	<i>Two Weeks with the Queen *</i> by Morris Gleitzman												

Non-Fiction Fiction Poetry

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Year 4 Reading Curriculum Overview



















NC Reading (Y3/4)	<p>Reading - Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf), both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Reading - comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>In Key Stage Two children's reading skills are taught and practised using VIPERS during whole class reading sessions.</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;">Vocabulary Looking at the choice of words that an author uses in a text.</td> <td rowspan="6" style="vertical-align: top;"> <p>KS2 Content Domain Reference [VIPER]</p> <p>2a- give/explain the meaning of words in context [Vocabulary]</p> <p>2b- retrieve and record information/ identify key details from fiction and non-fiction [Retrieve]</p> <p>2c- summarise main ideas from more than one paragraph [Summarise]</p> <p>2d- make inferences from the text/ explain and justify inferences with evidence from the text [Infer]</p> <p>2e- predict what might happen from details stated or implied [Predict]</p> <p>2f- identify/explain how information/ narrative content is related and contributes to meaning as a whole [Explain]</p> <p>2g- identify/explain how meaning is enhanced through choice of words and phrases [Explain]</p> <p>2h- make comparisons within a text [Explain]</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;">Infer What is suggested but not said in the text? 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Term	Content	Half-Term 1		Half-Term 2	
Aut	Complimentary Writing Planning Sequence	<i>The Iron Man</i> by Ted Hughes and Laura Carlin	<i>Tar Beach*</i> by Faith Ringgold	<i>FaRther</i> by Grahame Baker Smith	<i>Odd and the Frost Giants</i> by Neil Gaiman and Chris Riddell
	Reading Texts	<i>The Firework Maker's Daughter*</i> by Philip Pullman	<i>Undefeated*</i> by Kwame Alexander	<i>Viking Voyagers</i> by Jack Tite	<i>The Polar Bear Explorers' Club</i> by Alex Bell
Spr	Complimentary Writing Planning Sequence	<i>Winter's Child</i> by Angela McAllister and Grahame Baker Smith	<i>Shackleton's Journey</i> by William Grill	<i>Cinnamon*</i> by Neil Gaiman and Divya Srinivasan	<i>The Matchbox Diary*</i> by Paul Fleischman and Bagram Ibatoulline
	Reading Texts	<i>The Polar Bear Explorers' Club</i> by Alex Bell	<i>The Polar Bear Explorers' Club</i> by Alex Bell	<i>New and Collected Poems for Children</i> by Carol Ann Duffy	<i>The Story of Flight</i> by Jakob Whitfields
Sum	Complimentary Writing Planning Sequence	<i>Until I Met Dudley</i> by Roger McGough and Chris Riddell	<i>The Story of Tutankhamun*</i> by Patricia Cleveland-Peck	<i>The Lion and the Unicorn</i> by Shirley Hughes	<i>Pride: The Story of Harvey Milk and the Rainbow Flag</i> by Rob Sanders
	Reading Texts	<i>How Does a Lighthouse Work?</i> by Roman Belyaev	<i>Letters from the Lighthouse</i> by Emma Carro	<i>Letters from the Lighthouse</i> by Emma Carro	<i>Overheard in a Tower Block*</i> Poems by Joseph Coelho

Non-Fiction Fiction Poetry

*Books that show diversity, inclusion and representation. For further information, please see *St. George's CE Primary School* English Intent Statement and Inclusion Policy.

Year 5 Reading Curriculum Overview

<p>NC Reading (Y5/6)</p>	<p>Reading - word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf), both to read aloud and to understand the meaning of new words that they meet <p>Reading - comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views 	<p>In Key Stage Two children's reading skills are taught and practised using VIPERS during whole class reading sessions.</p> <table border="1" data-bbox="1822 262 2228 840"> <tr> <td></td> <td>Vocabulary Looking at the choice of words that an author uses in a text.</td> </tr> <tr> <td></td> <td>Infer What is suggested but not said in the text? Read between the lines and find the 'hidden' meaning.</td> </tr> <tr> <td></td> <td>Predict What might happen next based on what has happened in the text?</td> </tr> <tr> <td></td> <td>Explain Explain an aspect of the text. This may include why the author includes it.</td> </tr> <tr> <td></td> <td>Retrieve Retrieve information from the text to answer questions.</td> </tr> <tr> <td></td> <td>Summarise Sum up key points in the text or sequence events as a summary.</td> </tr> </table> <p>KS2 Content Domain Reference [VIPER]</p> <p>2a- give/explain the meaning of words in context [Vocabulary] 2b- retrieve and record information/ identify key details from fiction and non-fiction [Retrieve] 2c- summarise main ideas from more than one paragraph [Summarise] 2d- make inferences from the text/ explain and justify inferences with evidence from the text [Infer] 2e- predict what might happen from details stated or implied [Predict] 2f- identify/explain how information/ narrative content is related and contributes to meaning as a whole [Explain] 2g- identify/explain how meaning is enhanced through choice of words and phrases [Explain] 2h- make comparisons within a text [Explain]</p>		Vocabulary Looking at the choice of words that an author uses in a text.		Infer What is suggested but not said in the text? Read between the lines and find the 'hidden' meaning.		Predict What might happen next based on what has happened in the text?		Explain Explain an aspect of the text. This may include why the author includes it.		Retrieve Retrieve information from the text to answer questions.		Summarise Sum up key points in the text or sequence events as a summary.
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	Retrieve Retrieve information from the text to answer questions.													
	Summarise Sum up key points in the text or sequence events as a summary.													

Term	Content	Half-Term 1		Half-Term 2	
Aut	Complimentary Writing Planning Sequence	<i>Anne Frank*</i> by Josephine Poole	<i>Curiosity*</i> by Markus Motum	<i>Hidden Figures: The True Story of Four Black Women and the Space Race*</i> by Margot Lee Shetterly and Laura Freeman	<i>Robot Girl*</i> by Malorie Blackman and Matthew Griffin
	Reading Texts	Poems from the 2nd World War Selected by Gaby Morgan	Race to Space by Clive Gifford	Cosmic by Frank Cottrell Boyce	Cosmic by Frank Cottrell Boyce
Spr	Complimentary Writing Planning Sequence	<i>Freedom Bird *</i> by Jerdine Nolen	<i>Kaspar, Prince of Cats</i> by Michael Morpurgo and Michael Foreman	<i>The Lost Happy Endings</i> by Carol Ann Duffy	<i>The Man Who Walked Between the Towers</i> by Mordicai Gerstein
	Reading Texts	Black and British * by David Olusoga	The Story of Titanic for Children by Joe Fullman	Beetle Boy* by M. G. Leonard	Beetle Boy* by M. G. Leonard
Sum	Complimentary Writing Planning Sequence	<i>High Rise Mysteries*</i> by Sharna Jackson	<i>The Odyssey</i> by Gillian Cross	<i>The Tempest</i> by William Shakespeare, Helen Street and Charly Cheung	<i>The Lost Thing*</i> by Shaun Tan *book and film
	Reading Texts	Mythologica by Dr. Stephen P. Kershaw	The Listeners by Walter de la Mare	The Explorer by Katherine Rundell	The Explorer by Katherine Rundell

Non-Fiction Fiction Poetry

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Year 6 Reading Curriculum Overview

NC Reading (Y5/6)

Reading - word reading

Pupils should be taught to:







- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf), both to read aloud and to understand the meaning of new words that they meet

Reading - comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

In Key Stage Two children's reading skills are taught and practised using VIPERS during whole class reading sessions.

	Vocabulary Looking at the choice of words that an author uses in a text.
	Infer What is suggested but not said in the text? Read between the lines and find the 'hidden' meaning.
	Predict What might happen next based on what has happened in the text?
	Explain Explain an aspect of the text. This may include why the author includes it.
	Retrieve Retrieve information from the text to answer questions.
	Summarise Sum up key points in the text or sequence events as a summary.

KS2 Content Domain Reference [VIPER]

- 2a- give/explain the meaning of words in context [Vocabulary]
- 2b- retrieve and record information/ identify key details from fiction and non-fiction [Retrieve]
- 2c- summarise main ideas from more than one paragraph [Summarise]
- 2d- make inferences from the text/ explain and justify inferences with evidence from the text [Infer]
- 2e- predict what might happen from details stated or implied [Predict]
- 2f- identify/explain how information/ narrative content is related and contributes to meaning as a whole [Explain]
- 2g- identify/explain how meaning is enhanced through choice of words and phrases [Explain]
- 2h- make comparisons within a text [Explain]

Term	Content	Half-Term 1		Half-Term 2	
Aut	Complimentary Writing Planning Sequence	<i>The Arrival*</i> by Shaun Tan	<i>The Unforgotten Coat*</i> by Frank Cottrell Boyce	<i>The Promise</i> by Nicola Davies and Laura Davies	<i>Can We Save the Tiger?</i> by Martin Jenkins and Vicky White
	Reading Texts	<i>Fly Me Home*</i> by Polly Ho Yen	<i>Fly Me Home *</i> by Polly Ho Yen	<i>Darwin's Voyage of Discovery</i> by Jake Williams	<i>The Tiger Rising</i> by Kate DiCamillo <i>The Tyger</i> by William Blake
Spr	Complimentary Writing Planning Sequence	<i>The Three Little Pigs Project</i> by The Guardian *film	<i>Suffragette: The Battle for Equality*</i> by David Roberts	<i>The Invention of Hugo Cabret</i> by Brian Selznick *book and film	<i>The Wind in the Wall</i> by Sally Gardner
	Reading Texts	<i>Cogheart</i> by Peter Bunzl	<i>Cogheart</i> by Peter Bunzl	<i>Caged Bird*</i> by Maya Angelou <i>Poetry for Young People</i> by Langston Hughes	<i>Incredible Journeys</i> by Levison Wood
Sum	Complimentary Writing Planning Sequence	<i>Romeo and Juliet</i> William Shakespeare, Helen Street and Charly Cheung *book and film	<i>Grimm Tales for Young and Old</i> by Phillip Pullman	<i>The Hidden Forest</i> by Jeannie Baker	<i>Some Places More Than Others*</i> by Renee Watson
	Reading Texts	<i>Adventures on Earth</i> by Simon Tyler	<i>Grimm Tales for Young and Old</i> by Phillip Pullman	<i>Who Let The Gods Out</i> by Max Evans	<i>Who Let the Gods Out</i> by Max Evans

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