



The Reading Curriculum

Curriculum Map – Early Years Foundation Stage – Reception (RWI)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics Progression	<p>Set 1 Group A:</p> <p>Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk.</p> <p>Read all single letter set 1 sounds</p>	<p>Set 1 Group B:</p> <p>Recap on set 1 special friends: th, ch, qu, ng, nk. Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4).</p> <p>Read all set 1 sounds. - Blend sounds into words orally.</p>	<p>Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p>Secure blending of words with special friends (word time 1.5 and 1.6).</p> <p>- Blend sounds to read words</p> <p>- Read short ditty stories.</p>	<p>Recap on any set 1 sounds (addressing sound gaps).</p> <p>Secure blending on words containing all set 1 sounds.</p> <p>Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, l, no, of, my, for, he.- Read Red storybooks</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy .</p> <p>To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are.</p> <p>- Read Green storybooks.</p> <p>- Read some set 2 sounds.</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.</p> <p>- Read Green or Purple storybooks.</p> <p>- Read some set 2 sounds</p>
Comprehension	<ul style="list-style-type: none"> Listening comprehension of instructions. Immerse children in topic. related/unfamiliar vocabulary. 		<ul style="list-style-type: none"> Retrieval comprehension through verbal guided-questioning. Expect children to use given vocabulary in appropriate context. 		<ul style="list-style-type: none"> Simple, inference-based comprehension through verbal guided questioning. Verbal, simple predictions. Recall simple definition for given vocabulary. 	
Core Texts	<ul style="list-style-type: none"> The Colour Monster by Alana Llenas Awesome Autumn All about diversity Little Bit Brave Squirrels that squabble 	<ul style="list-style-type: none"> A Squash and a Squeeze by Julia Donaldson The Everywhere Bear by Julia Donaldson In Every House on Every Street by Jess Hitchman Farmer Duck by Martin Wardell The Nativity story Jolly Christmas Postman 	<ul style="list-style-type: none"> Owl babies by Martin Waddell Monkey Puzzle by Julia Donaldson The Tiger Who Came to Tea by Judith Kerr Lost and Found Who lives in the snow Handa's Hens 	<ul style="list-style-type: none"> Three Billy Goats Gruff Little Red Riding Hood Jasper's Beanstalk / Jack and the Beanstalk Goldilocks and the three bears The Enormous turnip Lifecycle Caterpillar to Butterfly The Hungry Caterpillar 	<ul style="list-style-type: none"> Spring Poems Creation Story What the Ladybird Heard 	<ul style="list-style-type: none"> Billy's Bucket Rainbow Fish Tiddler
Poetry/Song Basket (rhythm and rhyme)	<p>Nursery Rhymes:</p> <p>Incy Wincy Spider, Jack and Jill, Humpty Dumpty, Twinkle Twinkle Little Star, 5 current buns in the baker's shop. Each Peach pear plum</p> <p>We are going on a bear hunt, Hairy Maclary, Shark in the Park!</p>	<p>Nativity Songs</p> <p>Five Little Peas</p> <p>Leaves are falling</p> <p>Chop Chop</p> <p>Sliced Bread</p>	<p>Five Little Owls</p> <p>Monkey Babies</p> <p>I can build a snowman</p>	<p>Pancakes</p> <p>Dance</p> <p>The fox</p>	<p>A Little Seed</p> <p>I have a little frog</p> <p>Under a stone</p>	<p>Rock Pool</p> <p>Stepping Stones</p>

Year 1 (RWI) Phonic Progression

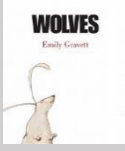


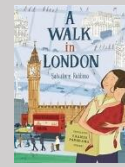

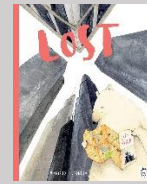



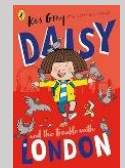
Year 1 Scheme of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression in Phonics	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7.	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo. Children are taught set 3 sounds: ea, oi, a-e, i-e,o-e, u-e, e-e	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, ae, i-e,o-e, u-e, ee). Children are taught the rest of the set 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.
By the end of each half-term children should be able to:	-Read Purple storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)	-Read Pink storybooks. - - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds.	-Read Orange storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words.	-Read Yellow storybooks. - Read some set 3 sounds speedily: (ea, oi, a-e, i-e,oe, u-e, e-e). - Read above sounds in nonsense words.	-Read Yellow storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute.	-Read Blue storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute.
Comprehension	Children are taught to: - To participate in discussion about what is being read to them. - To identify the title of a text. - To discuss the significance of the title and events in a story. - To answer questions verbally. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. (Plus, comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)		Children are taught to: - To give simple prediction, based on what has happened so far. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. (Plus, comprehension covered within Read, Write, Inc. – retrieval, inference and explain)		Children are taught to: - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences based on what is said and done. - To answer a range of questions, in simple, written form.	





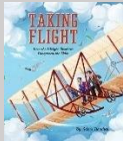
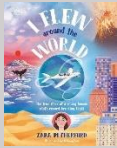




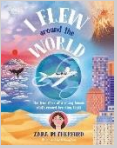
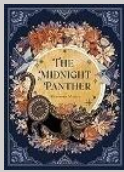
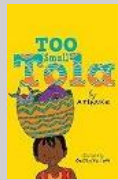
Year 2- (RWI) Phonics and Reading Progression Map:

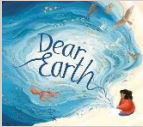
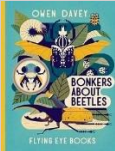

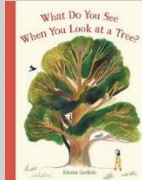



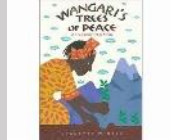


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word reading and RWI (until Spring 1)	<ul style="list-style-type: none"> -Children to read words containing set 1, 2 and 3 sounds speedily. - Read multisyllabic words accuracy and pace. 	<ul style="list-style-type: none"> -Recap any missing sound gaps and build fluency when reading stories. - Read multisyllabic words accuracy and pace. 	<ul style="list-style-type: none"> -Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. Children on track for expected will complete the programme at the end of Spring 1. -Chn with undertake a termly bridge to fluency intervention before undertaking whole class reading. 	<ul style="list-style-type: none"> -Children will take part in whole class reading: reading fluency skills and reading comprehension. -Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). - Daily opportunities for children to build pace and fluency of reading. - Learn how and when to use expression in reading. - Children to read multisyllabic words and words with suffix endings. - Children to read topic related vocabulary. - Children to read year 2 common exception words 		
By the end of each term children should be:	<ul style="list-style-type: none"> -Read Blue storybooks with increased fluency and comprehension. -Read all of set 3 sounds speedily. - Read 70/80 words per minute. 	<ul style="list-style-type: none"> -Read Grey storybooks. - Read all of set 3 sounds speedily. - Read 80 words per minute. - Read multi-syllabic words speedily. 	<ul style="list-style-type: none"> -Read Grey storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 80/90+ words per minute. - Read multi-syllabic words speedily. 	<ul style="list-style-type: none"> -Read with pace and fluency. - Begin to use expression as appropriate. - Read at a pace of 90 words per minute. - Read multisyllabic words with little or no hesitation. - Read year 2 common exception words 		
Comprehension	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Use clues to predict. - Answer and ask questions (verbally or in simple written form). - Discuss the sequence of events in books. - Discuss and clarify the meaning of words. 		<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Explain and discuss their understanding of books. - Begin to answer questions about text in a written form. - Discuss their favourite books, words and phrases. - Be introduced to non-fiction books that are structured in different ways. - Make inferences based on what is said and done. 		<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Participate in discussion about poems. - Continue to build up a repertoire of poems. - Recognise simple recurring literary language in poetry. - Answer more complex range of questions about longer pieces of text in a written form. 	

Year 1/2 Reading Curriculum Map





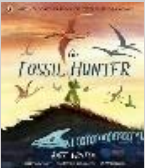
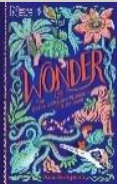
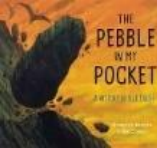


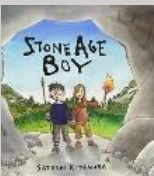


Cycle A

		Autumn Term 1		Autumn Term 2	
Cross curricular links/ Themes		Themes: bravery, friendship, and perceptions of others.		History: significant events from the past. Geography: landmarks of London (capital city) Themes: friendship, trust, difference, compassions and kindness.	
English Writing Texts		<p>Wolves by Emily Gravett (3 weeks)</p>  <p>Genre: Picture book fiction Outcome: Non-chronological leaflets (wolves), captions, information writing, character descriptions and comparisons. Themes: friendship and perceptions of others.</p>	<p>Billy and the Beast by Nadia Shireen (3 weeks)</p>  <p>Genre: picture book: fiction. Outcome: Own version 'defeat a monster' narratives, wanted posters, summaries, emails, character descriptions and recipes (instructions) Themes: bravery</p>	<p>Great Fire of London by Emma Adams and James Weston-Lewis: (3 weeks)</p>  <p>Genre: Nonfiction and information text. Outcome: retell, diary entry, setting description, thought bubbles. History learning links.</p>	<p>A walk in London by Salvatore (3 weeks)</p>  <p>Genre: Information text told through a story Outcome: non-fiction: map drawings, information leaflets about famous London Landmarks. History learning links.</p>
Whole Class Reading Texts YEAR 2		<p>Year 1 and 2 RWI. Year 2: Once off RWI children are to undertake a 7x week bridge to fluency/comprehension block (Lead Teaching School).</p> <p><i>Week 1: The Tortoise and the Hare</i> <i>Week 2: Solomon Crocodile by Catherine Rayner</i> <i>Week 3: Big Blue Whale by Nicola Davies</i> <i>Week 4: Egg Box Dragon by Richard Adams</i> <i>Week 5: Emily's Legs by Dick King Smith</i> <i>Week 6: The Twits by Roald Dahl</i> <i>Week 7: The Dragon Machine by Helen Ward</i></p>		<p>Year 1: RWI: Phonics/Get Writing Year 2: The Spider and the Fly by Mary Howitt</p>  <p>Text Type: poetry (3 weeks) Themes: perceptions of others.</p>	<p>Year 1: RWI/ Phonics/Get writing Year 2: Lost by Mariajo Ilustrajo (3 weeks)</p>  <p>Text Type: fiction Themes: kindness, friendships, difference and compassion.</p>
Class Reads: reading for pleasure and purpose		<p>Wolves won't Bite by Emily Gravett</p>  <p>Themes: friendship and perceptions of others.</p>	<p>Troll Stinks by Jeanne Willis</p>  <p>Themes: friendship and difference, inclusion perceptions of others.</p>	<p>The Last Wolf by Mini Grey</p>  <p>Themes: friendship and perceptions of others.</p>	<p>Daisy and the Trouble with London by Kes Gray</p>  <p>History/Geography learning links.</p>

	Spring 1		Spring 2		
Cross curricular links/ Themes	Science and DT: building, structures. History: significant people in history past and present. Themes: determination, family, loss, and perseverance.		Themes: imagination, inclusion, diversity, exploration of feeling, friendship, conservation, and animal welfare. History: The Windrush generation: overcoming adversity and justice. Geography: world travel, exploring continents and countries, stories from another culture.		
English Writing Texts	<p>Ocean Meet the sky by Fan Brothers (3 weeks)</p>  <p>Genre: fantasy fiction/picture books Outcome: Fiction: Own version fantasy world narratives, setting & character descriptions, labels, diaries, postcards, captain's logs, instructions & dialogue (speech bubbles)</p> <p>Themes: love and loss.</p>	<p>Rosie Revere Engineer by Andrea Beaty (3 weeks)</p>  <p>Genre: non-fiction/information text Outcome: Non-fiction/fiction prose: short explanations, writing in role, reports and adverts. DT learning links</p>	<p>The Journey Home by Frann Preston-Ganner (3 weeks)</p>  <p>Genre: Picture book: journeys Outcome: Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories Themes: environmental issues and friendship.</p>	<p>Coming to England by Floella Benjamin (3-weeks)</p>  <p>Genre: fiction based on a real-life accounts Outcome: Diary entries and recounts.</p> <p>Themes: diversity, adversity, inclusion, hope, compassion, and bravery.</p>	
Whole Class Reading Texts Year 2	<p>Taking Flight, How the Wright Brothers Conquered the Skies by Adam Hancham (3 weeks)</p>  <p>Text Type: non-fiction History learning links.</p>	<p>I flew around the world by Zara Rutherford (3 weeks)</p>  <p>Text type: Fiction but based on a true story.</p> <p>History learning links.</p>	<p>A Ticket around the World by Natalie Diaz and Melissa Owen (3 weeks)</p>  <p>Text Type: non-fiction. Geography learning links.</p>	<p>Meerkat Mail by Emily Gravett (3 weeks)</p>  <p>Text type: fiction: postcards and letters. Geography learning links.</p>	
Class Reads: reading for pleasure and purpose	<p>The Magic Finger by Roald Dahl</p> 	<p>Where the Wild Things Are by Maurice Sendak</p> 	<p>I flew around the world by Zara Rutherford</p>  <p>Text type: Fiction but based on a true story.</p>	<p>The Midnight Panther by Poonam Mistry</p> 	<p>Too Small Tola by Atinuke</p>  <p>Stories from other cultures.</p>

	Summer 1		Summer Term 2	
Cross curricular links/ Themes	Science: growth and the changing of the seasons. Mini beasts and living creatures. Themes: conservation, perseverance and justice.		Themes: stories from other cultures, diversity, faith, hope, justice, bravery, perseverance, hope, and environmental change. Science: plants and animals.	
English Writing Texts	<p>Dear Earth by Isabel Otter and Clara Anganuzzi (3 weeks)</p>  <p>Genre: fiction/letter writing Outcomes: Letter writing and information leaflets. Themes: environmental, hope, justice and compassion.</p>	<p>Bonkers about Beetles by Owen Davey (3 weeks)</p>  <p>Genre: information text Outcomes: non-chronological reports, fact files, diagrams, descriptive passages. Use video clips to support learning! Science learning links.</p>	<p>The Night Gardener: the Fan Brothers (3 weeks)</p>  <p>Genre: picture book: mystery Outcomes: descriptive writing, diary entries. Themes: kindness, compassion, hope and community.</p>	<p>What do you see when you look at a tree? By Emma Carlisle (3 weeks)</p>  <p>Genre: Poetry Outcome: poetry, rhyme, rhythm, descriptive writing. Science learning links.</p>
Whole Class Reading Texts (Yr2)	<p>George's Marvelous medicine by Roald Dahl (3-4 weeks)</p>  <p>Text Type: fiction Themes: justice.</p>	<p>The Magic and Mystery of Trees by Jen Green (3 weeks)</p>  <p>Text Type: Non-fiction (3 weeks) Science learning links.</p>	<p>The Owl who was afraid of the dark by Jill Tomlinson</p>  <p>Text Type: fiction (3-4 weeks) Themes: bravery, perseverance, hope and courage.</p>	<p>Wangari's Trees of Peace by Jeanette Winter (3 weeks)</p>  <p>Text Type: fiction based on a true story. Themes: hope, environmental, faith and faith.</p>
Class Reads: reading for pleasure and purpose	<p>George's Marvelous medicine by Roald Dahl</p> 		<p>The Secret Garden by Frances Hodgson Burnett</p> 	


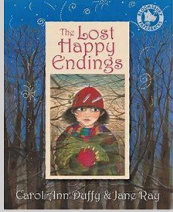
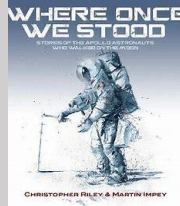
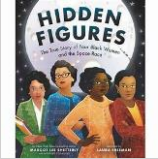
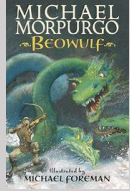
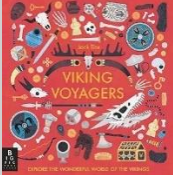
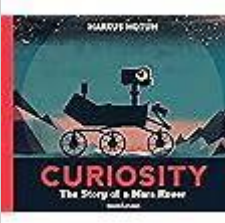





Year 3/4 Reading Curriculum Map

Year A				
	Autumn Term 1		Autumn Term 2	
Cross curricular links/ Themes	History: Stone age-Iron age (changes through time) Science: <i>rocks and soils: how fossils are made.</i> Themes: friendship, representations of significant women in history (Mary Anning).		History: Stone Age-Iron age: changes through time. Science: rocks, fossils, volcanoes, recycling (environmental issues), industry and living things. Themes: friendship, exploring emotions, prejudice, bravery, and redemption.	
English Writing Texts	The first Drawing by Mordecai Gerstein (3 weeks)  Genre: Narrative fiction Outcome: character descriptions, diaries, and 3 rd person recounts.	How to Wash a Woolly Mammoth by Michelle Robinson (3 weeks)  Genre: picture book/humorous fiction Outcome: Instruction writing with built in descriptive writing.	The Iron Man by Ted Hughes (3 weeks)  Genre: science fiction narrative Outcome: Mystery narratives: Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries.	Stone Age Beasts by Ben Lerwill & Graham Baker Smith (3 weeks)  Genre: Non-fiction/information texts Outcome: Non chronological reports: fact files, note making, descriptive writing.
Whole Class Reading Texts	The Fossil Hunter: by Kate Winter:  Text Type: Narrative/Non-Fiction (3 weeks) History learning links.	Wonder by Ana Sampson  Text Type: poetry (3 weeks)	The Pebble in My Pocket by Meredith Hooper and Chris Coady  Text type: non-fiction (3 weeks) History and science learning links.	The Tin Forest by Helen Ward and Wayne Anderson (3 weeks)  Text Type: fiction (3 weeks) Themes: loneliness, compassion, empathy ad recycling.
Class Reads: reading for pleasure and purpose	Stig of the dump by Clive King  History learning links.	Stone Age Boy by Satoshi Kitamura  History learning links.	The Wild Way Home by Sophie Kirtley  History learning links.	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Or</div>  History learning links.

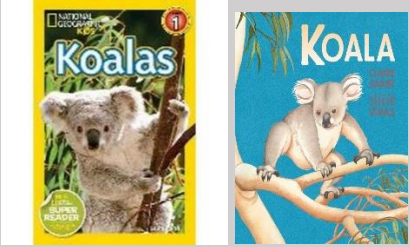
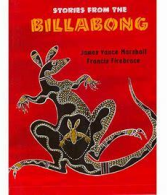

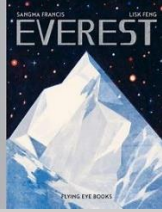
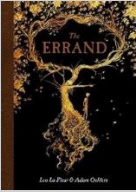
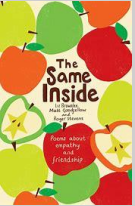

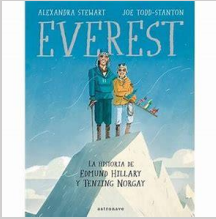



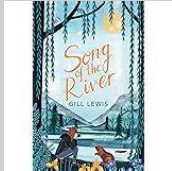
	Spring 1		Spring 2	
Cross curricular links/ Themes	<p>Diversity and equality: stories from another cultures (India): overcoming adversity. Geography: mountain, weather, environmental issues, recycling and growth (plantations). Themes: isolation, loneliness, justice, friendship, bravery, discovery, hope and kindness.</p>		<p>Overcoming adversity: moving to another country, overcoming adversity, hope, inclusion, friendship, family and justice (real life stories). Myths and legends: old stories with a moral. Science: links to nature and plant growth</p>	
English Writing Texts	<p>The Wilderness by Steve McCarthy (3 weeks)</p>  <p>Genre: Adventure fiction Outcome: Guidebook: character description, guidebooks, and SOS letter. Themes: bravery, discovery and friendship.</p>	<p>Cloud Tea Monkeys by Mal Peet and Elspeth Graham (3 weeks)</p>  <p>Genre: Modern Indian folktale: fiction Outcome: Non-chronological reports, descriptions, 'how to' guides (instructions), letters, discussions Themes: equality, adversity, compassion, hope and kindness.</p>	<p>The Story of Jimmy Button by Jennifer Uman (3weeks)</p>  <p>Genre: Biography, information text, fiction Outcome: non-fiction/fiction: journal entries, diaries, bibliography. Themes: diversity, equality, hope, justice and inclusion.</p>	<p>The Pied Piper of Hamelin by Michael Morpurgo (3 weeks)</p>  <p>Genre: Myths/legends: fiction Outcome: myths/legends: reports, adverts, letter, retell of the story (own version changing elements). Themes: truthfulness and trust.</p>
Whole Class Reading Texts	<p>Wild is the wind by Grahame Baker Smith</p>  <p>Text Type: Poetry/ fiction (3 weeks) Geography learning links.</p>	<p>Mountains of the World by Dieter Brown</p>  <p>Text Type: Nonfiction (3 weeks) Geography learning links.</p>	<p>The Abominables by Iva Ibbotson</p>  <p>Text Type: fiction (3- 4 weeks) Themes: friendship, family and perseverance.</p>	<p>I am the seed that grew the tree by Fiona)</p>  <p>Text Type: poetry (3 weeks) Science learning links.</p>
Class Reads: reading for pleasure and purpose	<p>The wild robot by Peter Brown</p>  <p>Draw links with Iron man! Themes: friendship, hope, compassion and love.</p>		<p>The lion, Witch and Wardrobe by C.S.Lewis</p>  <p>Themes: good vs evil, friendship, perseverance</p>	

	Summer 1		Summer Term 2	
Cross curricular links/ Themes	History: ancient civilisation/ancient Egyptians Stories from other cultures: a take on a traditional tale. Themes: good vs evil, teamwork, greed, overcoming adversity and justice.		History: Ancient Greece, Greek Myths and representations of significant women in history. Science/Geography: volcanoes, extreme weather, light and dark Themes: friendship, hope, bravery, truthfulness, compassion and forgiveness.	
English Writing Texts	The Egyptian Cinderella by Shirley Climo  <p>Genre: Stories from another culture: a twist on a traditional tale. Outcomes: diary from a character's point of view and an alternative take on a traditional tale (3 weeks). Themes: racial barriers, adversity, justice and hope.</p>	Egyptology  <p>Genre: information text/non-fiction. Outcomes: Non-fiction writing, instruction for embalming, explanation (3 weeks). History learning links.</p>	Escape to Pompeii by Christian Balit (3 weeks)  <p>Genre: historical fiction/adventure. Outcome: setting descriptions, diaries, letters, thought bubbles, retell. Themes: friendship, bravery and hope. Science learning links.</p>	The Orchard book of Greek Myths  <p>Genre: myths and legends. Outcomes: write own version of a Greek Myth, character description, moral to a tale. Themes: friendship, hope, compassion, forgiveness, and bravery.</p>
Whole Class Reading Texts	The Humans by Jonny Marx and Charlie Davis  <p>Text Type: non-fiction (3 weeks) Themes: culture and diversity.</p>	The Firework Maker's Daughter by Philip Pullman  <p>Text Type: Fantasy adventure (3-4 weeks) Themes: poverty, greed, good vs evil.</p>	Earth Shattering Events  <p>Text type: Non- Fiction (3 weeks) Science and Geography learning links</p>	When the Giant Stirred by Celia Godkin.  <p>Text Type: fiction (3 weeks) Science and Geography learning links</p>
Class Reads: reading for pleasure and purpose	The Wizard of Oz by Frank Baum  <p>Themes: friendship, courage, hop, good vs evil.</p>		Queen of darkness by Tony Bradman  <p>History learning links.</p>	Greek Myths  <p>Science and Geography learning links</p>

Year 5 Reading Curriculum Map

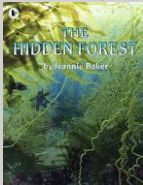

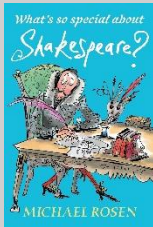
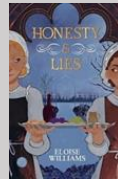
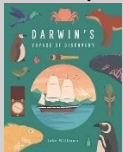
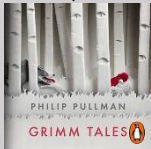
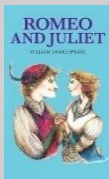
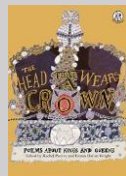


	Autumn Term 1		Autumn Term 2	
Cross curricular links/ Themes	History: Vikings and Saxons Important themes: empathy, compassion and kindness (King Kong).		History: space travel and the first man on the moon and exploration of space (Mars). Science: day and night and the solar system. Important themes: Famous significant black women who contributed to history (diversity and adversity)	
English Writing Texts	<p>King Kong by Anthony Browne</p>  <p>Genre: Adventure narrative/picture book Outcomes: descriptive writing, character description, setting description adventurers blog, personal responses and a re-tell of the story. <i>Use clips from the film to support!</i> Themes: Empathy, compassion and kindness.</p>	<p>The Lost Happy Ending by Carol Ann Duffy</p>  <p>Genre: Lyrical text/fantasy/magical narrative Outcomes: alternative prequels to well know traditional tales, letters, character settings, direct speech, story endings.</p>	<p>Where Once We Stood by Christopher Riley and Martin Impey</p>  <p>Genre: Non-Fiction information text Outcome: descriptive writing, news reports, information texts, 3rd person narrative and first person narratives. <i>Use clips from the first moon landing to support!</i> Science learning links /significant events in history learning links.</p>	<p>Hidden Figures: Margaret Lee Shetterly</p>  <p>Genre: Biographies Outcome: Biography writing (Wikipedia pages), letters of advice (formal), interviews, persuasive speeches. Famous significant black women in history: themes of diversity, equality and overcoming adversity links.</p>
Whole Class Reading Texts	<p>Beowulf by Michael Morpurgo</p>  <p>Text Type: Fiction (myths and legends 3-4 weeks: history learning links)</p>	<p>Viking Voyages by Jack Tite</p>  <p>Text Type: non- fiction (3 weeks: history learning links)</p>	<p>Curiosity: The Story of Mars Rover by Markus Motam</p>  <p>Text type: non-fiction (3 weeks: science learning links). <i>Use footage to support learning.</i></p>	<p>When the stars come out by Nicola Edwards</p>  <p>Text Type: fiction (3 weeks: science learning links)</p>
Class Reads: reading for pleasure and purpose	<p>The Long Lost Secret Diary of the Worlds Worst Viking by Tim Collins</p>  <p>(History learning links)</p>	<p>Or</p>  <p>(History learning links)</p>	<p>A Galaxy of her own: women in space by Libby Jackson</p>  <p>(Science learning links)</p>	<p>Or</p>  <p>(Science learning links)</p>

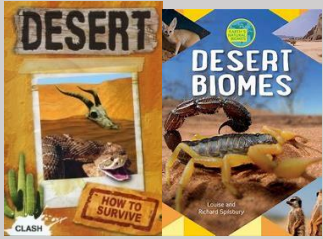


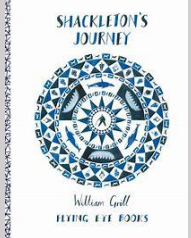

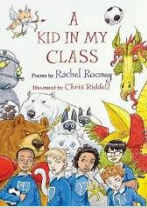
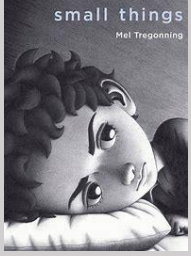


	Spring 1		Spring 2	
Cross curricular links/ Themes	Important Themes: Black lives matter: belonging, oppression, equality, diversity, justice, freedom, hope, courage and bravery.		History: Bomber county (WW2 and our local community). Significant events from the past (British history). Important themes: perseverance, justice, compassion, refugees, hope and peace.	
English Writing Texts	<p>Henry's Freedom Box by Ellen Levine (3 weeks)</p>  <p>Genre: Fiction (based on a true story from the underground railroad) Outcome: narrative writing (story re-tell), diary writing: first person narratives, flashbacks, information texts (short burst). Themes: Racism, equality, diversity and justice.</p>	<p>Clockwork by Philip Pullman (3-4 weeks)</p>  <p>Genre: A spooky/adventure narrative story Outcome: a spooky narrative story, changing the plot, alternative chapter writing, character description, atmospheric settings description, diary entries.</p>	<p>Heroes of Bomber Command: Lincolnshire by Rupert Matthews (3 weeks)</p>  <p>Genre: Historical Non-fiction/information text Outcomes: information/explanation texts, written reports and recounts of bomber command in Lincolnshire. History links to learning.</p>	<p>Letters from the Lighthouse By E. Carroll (3-4 weeks)</p>  <p>Genre: Historical fiction/Mystery narrative Outcome: letter writing, flashbacks, writing flash-forward chapters, character description, plot twists. History links to learning. Themes: compassion and perseverance.</p>
Whole Class Reading Texts	<p>Freedom Bird by Jerdine Nolen</p>  <p>Text Type: Fiction (3 weeks) Themes: Equality, adversity, justice, hope and courage.</p>	<p>Caged Bird By Maya Angelou and Funky Chicken by Benjamin Zephaniah</p>   <p>Text Type: poetry (3 weeks) Themes: Oppression, hope, self-expression, world peace, justice, and equality.</p>	<p>The Missing by Michael Rosen</p>  <p>Text Type: Non-fiction, memoirs, letters (3 weeks: history learning links) History links to learning. Themes: compassion and perseverance.</p>	<p>Poems from the Second World War by Gaby Morgan</p>  <p>Text type: poetry (2-3 weeks: history learning links) Themes: compassion and perseverance.</p>
Class Reads: reading for pleasure and purpose	<p>Clockwork by Philip Pullman: <i>pre -reading in preparation for the writing unit.</i></p> 		<p>Letters from the Lighthouse By E. Carroll: <i>pre reading in preparation for the writing unit.</i></p>  <p>(History learning links)</p>	<p>Friend or Foe by Michael Morpurgo</p>  <p>(History learning links)</p>

	Summer 1		Summer Term 2	
Cross curricular links/ Themes	Geography and science links: Australia and life cycles. Important themes: environmental changes, conservation, resilience, justice, friendship, compassion and perseverance.		Geography links: mountain rivers, extreme environments, weather changes. Themes: perseverance and courage.	
English Writing Texts	Koala by Julie Vivas and Koalas by National Geographic  <p>Genre: non-fiction and information texts Outcome: non-chronological reports Themes: environmental change and conservation.</p>	Stories from the Billabong by James Vance Marshall  <p>Genre: Aboriginal legends and fables Outcome: write own fable with a moral. Themes: compassion, truthfulness, perseverance, and friendship.</p>	The Lost Book of Adventure by the unknown adventurer (3-4 weeks)  <p>Genre: Adventure book, logbooks, letters, information reports. Outcome: written reports/ information texts, logbook entries, memoirs.</p>	Everest by Sangma Francis  <p>Genre: non-fiction/information text Outcomes: information text, description, logbook. Use video footage to support! Geography learning links.</p>
Whole Class Reading Texts	The Errand by Loe Lafleur  <p>Text Type: gothic novel/fiction (3 weeks)</p>	The Same Inside by Liz Brownie, Matt Goodfellow and Roger Stevens  <p>Text Type: Poetry (3week) Themes: friendship, perseverance, compassion, and empathy</p>	The Lost Book of Adventure by the Unknown Adventurer (3-4 weeks)  <p>Text Type: Adventure book, logbooks, letters, information reports. Themes: perseverance and courage</p>	Everest by Alexandra Stewart  <p>Text Type: fiction based on real life stories. (3 weeks: geography learning links) Themes: perseverance and courage</p>
Class Reads: reading for pleasure and purpose	Wonder by RJ Palacio  <p>(PSHE learning links: school values links)</p>	The Breadwinner by Deborah Ellis  <p>(PSHE learning links)</p>	The Explorer By Katherine Rundell  <p>(Geography learning links)</p>	Song of the river by Gill Lewis  <p>(Geography learning links)</p>

Year 6 Reading Curriculum Map

	Autumn Term 1		Autumn Term 2	
Cross curricular links/ Themes	Important Themes: Environmental, conservation, endangered animals, compassion, fate vs free will, imprisonment, compassion, friendship and justice. History and science links: The Mayans, life cycles (science)		Themes; migration, journeys, immigration, racism, equality and diversity, humanity, inclusion, acceptance, compassion, justice, protests and activism (famous women in history).	
English Writing Texts	<p>Text 1: The Rain player by David Wisniewski (3 x week);</p>  <p>Genre: an original Mayan tale (fiction) Outcomes: instructions, posters, missing scenes, diaries, and debates. History Mayans link.</p>	<p>Text 2: Can we save the tiger? By Martin Jenkins</p>  <p>Genre: information text Outcomes: letters, explanations, and persuasive speeches, posters. Themes: environmental changes, conservation, justice and compassion</p>	<p>The Arrival: Shaun Tan</p>  <p>Genre: picture book (graphic novel) Outcomes: own version narratives, character descriptions, diaries and guides. Themes: immigration, justice, compassion, perseverance and humanity.</p>	<p>Wind rush Child by Benjamin Zephaniah</p>  <p>Genre: Historical fiction Outcomes: Persuasive pitch to the local council: thought bubbles, informal letters, diary entries. Themes: racism, equality, adversity, inclusion, compassion, and justice.</p>
Whole Class Reading Texts	<p>Text 1: The Tiger Rising: by Kate DiCamillo</p>  <p>Text Type: fiction (3-4 weeks) Themes: imprisonment, friendship, perseverance and justice.</p>	<p>Text 2: Rainforest Warrior by Anita Ganeri and Margaux Carpentier (3 weeks)</p>  <p>Text Type: fiction based on a true story. Themes: conservation, environment, compassion, and justice.</p>	<p>On the move: Michael Rosen</p>  <p>Text type: poetry (3x weeks) Themes: immigration (links to The Missing yr5), perseverance, humanity, justice, compassion and adversity.</p>	<p>Malala: the story of standing up for girls rights by Mala Yousafzai</p>  <p>Text type: real life fiction/nonfiction (3 weeks) Themes: adversity, activism and inclusion.</p>
Class Reads: reading for pleasure and purpose	<p>The Tiger Rising: by Kate DiCamillo (3-4 weeks): linked to whole class reading session.</p> 	<p>Pre-reading for next term</p>  <p>Windrush Child By Benjamin Zephaniah</p>	<p>Pre-reading for unit!</p>  <p>Windrush Child By Benjamin Zephaniah</p>	<p>Talking Turkeys: Benjamin Zephaniah</p>  <p>Poetry</p>

	Spring 1		Spring 2	
Cross curricular links/ Themes	Important Themes: Good vs evil, stories with a moral, justice, conservation and preservation. Science links: plants and animals, evolution and inheritance.		History links: The Tudors, kings and queens/ British History. Important Themes: Overcoming adversity, friendship, war, justice, refugees, courage, compassion, love, tragedy and kindness.	
English Writing Texts	<p>The Hidden Forest: by Jeanie Baker (3x weeks)</p>  <p>Genre: nonfiction/information texts Outcomes: non chronological reports, research notes, logbooks, non-chron reports as letters, fact books. <i>Use video footage to support learning.</i></p> <p>Science learning links.</p>	<p>Hansel and Gretel by Neil Gaimon (3 weeks)</p>  <p>Genre: Fiction traditional Tales Outcomes: Own version of traditional tales, flashbacks, retellings, character studies, character pov, monologues, character comparisons. Themes: good vs evil, justice.</p>	<p>What's so Special About Shakespeare? By Michael Rosen (3 weeks)</p>  <p>Genre: Biography/information text Outcomes: Play scripts, information texts, biography.</p> <p>History learning links.</p>	<p>Honesty and Lies by Eloise Williams (3-4 weeks)</p>  <p>Genre: Historical fiction Outcomes: character descriptions, setting, plot twists, sub plots, retell from different characters POV, flashbacks, flash forwards.</p> <p>History learning links.</p>
Whole Class Reading Texts	<p>Charles Darwin's voyage of discovery by Jake Williams (3x week)</p>  <p>Text Type: narrative/non-fiction Themes: Evolution and inheritance</p>	<p>Grimm Tales for old and young by Philip Pullman (3x weeks)</p>  <p>Text Type: fiction (twisted traditional tales) Themes: good vs evil, and justice</p>	<p>Romeo and Juliet by William Shakespeare (3 weeks)</p>  <p>Text Type: playscripts/fiction Themes: love, compassion and tragedy.</p>	<p>The Head That Wears the Crown by Rachel Piercey and Emma Wright</p>  <p>Text Type: poetry (3 weeks: history learning links)</p>
Class Reads: reading for pleasure and purpose	<p>Honesty and Lies by Eloise Williams</p>  <p>Pre reading for next term! History learning links.</p>		<p>The boy at the back of the classroom by Onjali Rauf</p>  <p>Themes: refugees, friendship, inclusion, and diversity.</p>	

	Summer 1	Summer Term 2		
Cross curricular links/ Themes	<p>Important Themes: perseverance, courage, friendship, diversity, incluio, love and loss. Geography and science links: Biomes and deserts.</p>	<p>Important Themes: courage, bravery, worry, hope, loss, compassion, self-expression and perseverance. History/Geography: mountains and significant people in history.</p>		
English Writing Texts	<p>Use a range of different desert books (2-3 weks)</p>  <p>Genre: non- fiction and information texts. Outcomes: non-chronological reports, survival guides.</p> <p>Science and Geography learning links</p>	<p>Kensuke's Kingdom by Micheal Morpurgo (3-4 weeks)</p>  <p>Genre: Adventure novel (fiction) Outcomes: diary entries, adventure story, new chapters, sub plots, character descriptions.</p> <p>Themes: perseverance, courage, friendship and loss.</p>	<p>Night mail by W H Auden (2-weeks)</p>  <p>Genre: rhythmic poetry Outcome: poetry, imagery, personification, explanation writing. Use the video footage to support: documentary made in the 1960s</p>	<p>Shackleton's Journey By William Grill (3-4 weeks)</p>  <p>Genre: Non-fiction/ fiction Outcome: logbooks, memoirs, biography and first-person diary entries.</p> <p>Themes: courage, perseverance and bravery.</p>
Whole Class Reading Texts	<p>Scavengers by Darren Simpson (6 weeks)</p>  <p>Text Type: Dystopian fiction (a contemporary twist on Jungle Book) Themes: diversity, inclusion and friendship.</p> <p>Whole class sets!</p>	<p>A Kid In My Class (poems) Rachel Rooney</p>  <p>Text Type: poetry (3weeks) Themes: self-expression and inclusion.</p>	<p>Small Things by Mel Tregonning</p>  <p>Text Type: picture book Themes: worry, loss, anxiety, hope and compassion.</p>	
Class Reads: reading for pleasure and purpose	<p>Kensuke's Kingdom by Micheal Morpurgo Pre reading for next writing unit.</p> 	<p>The Final Year by Matt God fellow</p> 		

Progression of Teaching and Learning for Reading Fluency

YG	Expectations of fluency	Aspect of practice	Classroom practice
R	<ul style="list-style-type: none"> - Speaking in fluent, coherent sentences. -Reading simple sentences clearly. -Listens to and talks about expressive reading. -Recite rhymes and songs 	Explicit teaching	Phonics sessions talk about reading sentences fluently, not just expression but smoothness, phrasing and automatic word reading too.
		Practice	Daily reading aloud with fluency focus when automatic word recognition is secure. Supporting families to understand fluent reading.
		Modelling and integrated teaching	Modelling fluency in daily reading and speaking e.g. talking about why you are reading with that voice, expression, or volume. Why did you slow down?
Y1	<ul style="list-style-type: none"> -Speaking in fluent, coherent sentences. -Reads reading practice books fluently. -Listens to and talks about expressive reading. -Recite rhymes and songs 	Explicit teaching	Phonics sessions talk about reading sentences fluently, not just expression but smoothness, phrasing and automatic word reading too.
		Practice	Daily reading aloud with fluency focus when automatic word recognition is secure. Supporting families to understand fluent reading.
		Modelling and integrated teaching	Modelling fluency in daily reading and speaking. Use EARS model to provide modelled feedback to chn and explanations behind fluent readers.
Y2	<ul style="list-style-type: none"> -Read accurately most words of two or more syllables -Read most words containing common suffixes -Read most common exception words. - Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words -Sound out most unfamiliar words accurately, without undue hesitation. 	Explicit teaching	Explicit teaching of fluency to bridge the gap between phonics and reading comprehension (this could be a short burst of fluency to introduce the language and expectations of fluent reading. See TEAMs file with Lead fluency intervention package). Children know what makes a fluent reader and can articulate this using the EARS model.
		Practice	Daily reading aloud. Supporting families to understand fluent reading. 1:1 reading focuses on fluency. Children reflect on how fluent their reading was.
		Modelling and integrated teaching	Modelling fluency in daily reading and speaking. In reading lessons, when appropriate, highlight extracts that lend themselves to fluency and practice in small groups using fluency strategies.
Y3 Y4	<ul style="list-style-type: none"> -Read with appropriate expression. -Read most words automatically and at the right pace. - Read with the appropriate rhythm and phrasing. -Read smoothly and comfortably. 	Explicit teaching	Build explicit teaching into daily reading sessions. Follow the reading model.
		Practice	Integrated into wide reading learning. Poetry learning used as an opportunity to rehearse fluency. Performance reading. Supported at home and during reading lessons.
		Modelling and integrated teaching	Modelling fluency in daily reading and speaking. Use the EARS model.
Y5 Y6	<ul style="list-style-type: none"> -Read with appropriate expression. -Read most words automatically and at the right pace. - Read with the appropriate rhythm and phrasing. -Read smoothly and comfortably. 	Explicit teaching	Build explicit teaching into daily reading sessions. Follow the reading model.
		Practice	Integrated into wide reading learning. Poetry learning used as an opportunity to rehearse fluency. Performance reading. Supported at home and during reading lessons.
		Modelling and integrated teaching	Modelling fluency in daily reading and speaking.