



Long Term Curriculum Plan for Reading

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| HT1 Key Quality Text | Who am I? I Like Myself Funny Bones Oliver's Fruit Salad | How do I grow and stay healthy? Once there were Giants Florence Nightingale (Demi) DK Life Stories – Florence Nightingale | How did people survive the Stone Age? Stone Age Boy (Satoshi Kitamura) Discovery in the Cave (Mark Dubowski) Non-fiction texts- Dorling Kindersley Find Out-Stone Age Terry Deary-Stone Age Tales-The Great Cave | Why are all living things different? Charlotte's Web by E.B White | Were the Anglo Saxons fierce fighters or friendly farmers? The Hobbit (J.R.R Tolkein) Night of the Red Devil (Theresa Tomlinson) Beowulf (Michael Morpurgo) | Can we live forever? Pig heart Boy How To Live Forever |
| HT2 | Would you like to be an astronaut? Beegu, How to Catch a Star, Astro girl, Aliens love Santa pants. | How do you eat yours? Charlie & the Chocolate Factory Make it Chocolate | Bronze or Iron? The Captive Celt (Terry Deary) Non-fiction texts – The Bronze and Iron Age - variety of texts; The Cut-throat Celts (Terry Deary) Kathleen Fidler-The Boy with the Bronze Axe | Why should we remember? I wondered about either War Horse or Private Peaceful both by Michael Morpurgo | Why did the Vikings choose to attack Lindisfarne and invade Britain? Viking Boy (Tony Bradman) The Hobbit (J.R.R Tolkein) | Why should we thank the Ancient Greeks? Who Let the Gods Out? Greek theatre information texts |
| Milestones Autumn Term | Applying Phonics <i>I know when to use phonic knowledge to decode words.</i> <i>I read common words using phonic knowledge, where possible.</i> <i>I read words of more than one syllable that contain taught GPCs.</i> <i>I read phonically decodable texts.</i> Reading for Pleasure <i>I know that there are different kinds of books.</i> | Applying Phonics <i>I understand the importance of decoding words automatically.</i> <i>I understand that some words cannot be decoded with phonic strategies.</i> <i>I use the graphemes taught to blend sounds.</i> <i>I know that phonemes may be represented by different graphemes.</i> <i>I know that familiar words do not need to be sounded out and blended.</i> <i>I read these familiar words automatically and</i> | Applying Phonics <i>I know that phonics is one strategy to help me read unfamiliar words.</i> <i>I know when phonic strategies will help me to read a word and when they will not.</i> <i>I know what a root word is.</i> <i>I understand how to use a root word to help me read unfamiliar words.</i> <i>I use root words to me read unfamiliar words.</i> <i>I use root words to help me understand the meaning of unfamiliar words.</i> | Applying Phonics <i>I know that phonics is one strategy to read unfamiliar words.</i> <i>I know when phonic strategies will help to read a word and when they will not.</i> <i>I use knowledge of root words to help me read unfamiliar words.</i> <i>I use root words to help me understand the meaning of unfamiliar words.</i> <i>I use knowledge of learned prefixes and suffixes to help me read unfamiliar words.</i> | Applying Phonics <i>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</i> <i>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i> <i>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</i> | Applying Phonics <i>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</i> <i>I read further exception words, noting the unusual correspondence between spelling and sounds, and where these occur in the word.</i> <i>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</i> Reading for Pleasure – maintaining a positive attitude about reading |

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| <p><i>I know the difference between a story book and an information book.</i> <i>I can find the title, author and the illustrator of a book.</i> <i>I know some familiar stories.</i> <i>I recognise familiar language.</i> Reading Accurately, with Fluency and Understanding <i>I use picture clues to support my understanding.</i> <i>I use picture clues to deepen my understanding.</i> <i>I identify the characters in a story.</i> <i>I recognise a character's feelings.</i> <i>I say why a character has a feeling.</i></p> | <p><i>accurately without sounding or blending.</i> Reading for Pleasure <i>I know that there are different types of stories.</i> <i>I listen to or read a range of different kinds of stories.</i> <i>I make choices about the books I read.</i> <i>I know that non-fiction books are organised differently from fiction texts.</i> <i>I know that books or texts have a purpose.</i> Reading for Pleasure - Poetry <i>I know the difference between poetry and narrative.</i> <i>I know that there are different kinds of poetry.</i> <i>I listen to different kinds of poetry.</i> <i>I talk about books or poems read.</i> <i>I know that stories and poems can have patterned or recurring literary language.</i> Reading Accurately, with Fluency and Understanding <i>I know that the purpose of reading is to make meaning,</i> <i>I know that there is a range of decoding strategies.</i> <i>I check that text I read makes sense.</i> <i>I re-read when I have lost the meaning.</i></p> | <p><i>I know what prefixes and suffixes are.</i> <i>I understand how prefixes and suffixes can change the meaning of a word.</i> <i>I use prefixes and suffixes to read unfamiliar words.</i> <i>I use prefixes and suffixes to understand the meaning of unfamiliar words.</i> Reading for Pleasure <i>I know that there are different kinds of narrative stories.</i> <i>I understand that a sequence of events in a narrative is called a plot.</i> <i>I can identify the plot in a narrative.</i> <i>I use a dictionary to check or find the meaning of new words.</i> <i>I know that there are different kinds of non-fiction books.</i> <i>I know that non-fiction books are structured in different ways.</i> <i>I know how to use a non-fiction book to find identified information.</i> <i>I identify any words that are unfamiliar.</i> Reading for Pleasure - Poetry <i>I know that there are different forms of poetry.</i> <i>I recognise and name different types of poems which have been introduced.</i> <i>I know that words and language in poems create effects.</i> Reading Accurately, with Fluency and Understanding</p> | <p><i>I use knowledge of learned prefixes and suffixes to help me understand the meaning of unfamiliar words.</i> Reading for Pleasure <i>I know that there is a range of narrative stories.</i> <i>I discuss the range of narrative stories introduced so far and consider differences and similarities.</i> <i>I understand that these have different plot patterns.</i> <i>I know that the plot develops in different ways according to the plot pattern.</i> <i>I use a dictionary to check or find the meaning of new words.</i> <i>I find similarities in the books I read.</i> <i>I understand that writers open stories in different ways.</i> Reading for Pleasure - Poetry <i>I know that there are different forms of poetry.</i> <i>I know that words and language in poems create effect.</i> Reading for Pleasure – Non-fiction <i>I choose a specific non-fiction book for a specific purpose.</i> <i>I identify any words that are unfamiliar to me.</i> <i>I use dictionaries to check or find the meaning of unfamiliar words.</i> Reading with understanding <i>I frequently empathise with a character.</i> <i>I identify the main idea/s of a text.</i> <i>I know that the main idea of a text can be summarised in a sentence.</i></p> | <p>Reading for Pleasure – maintaining a positive attitude about reading <i>I know that there is a range of narrative genres which include classic and traditional stories, myths and legends, poems and play scripts.</i> <i>I know that these are structured in different ways.</i> <i>I know that non-fiction texts are structured to guide the reader to information.</i> <i>I can explain how the structure guides the reader to find specific information.</i> <i>I find words and language that are used for effect.</i> <i>I can explain how the words and language create a precise effect.</i> Reading for Pleasure - Comprehension <i>I understand that there will be unfamiliar words in the texts I read.</i> <i>I use dictionaries to check or find the meaning of unfamiliar words.</i> <i>I ask questions to improve my understanding.</i> <i>I re-read to check that the text is meaningful.</i> <i>I draw on inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</i> Reading for Pleasure – Justification for views <i>I give a personal point of view about a text.</i> <i>I explain the reasons for my viewpoint, using evidence from the text</i></p> | <p><i>I am familiar with a range of narrative genres which includes classics and traditional stories, myths and legends, poems and play scripts.</i> <i>I know that texts can have elements of more than one text type.</i> <i>I identify the elements included in a text type.</i> <i>I can explain why I enjoyed a book or poem and who might also enjoy it.</i> <i>I evaluate the usefulness of a non-fiction book to research questions raised.</i> Reading for Pleasure - Comprehension <i>I understand that there will be unfamiliar words in the texts I read.</i> <i>I use dictionaries to check or find the meaning of unfamiliar words.</i> <i>I use meaning-seeking strategies to explore the words in context.</i> <i>I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</i> Reading for Pleasure – Justification for views <i>I give a personal point of view about a text.</i> <i>I can explain the reasons for a viewpoint, using evidence from the text.</i> <i>I listen to others' ideas and opinions about a text.</i> Explaining and Discussing own Understanding <i>I identify key information from a text.</i> <i>I summarise key information in sentences.</i></p> |
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| | | | <p><i>I check understanding in any book or text that I read.</i></p> <p><i>I ask questions to ensure understanding of a text.</i></p> <p><i>I know that there will be unfamiliar words in a text.</i></p> <p><i>I know that texts have a main idea.</i></p> <p><i>I identify the main idea of a text.</i></p> <p><i>I know that the organisation and layout of a book helps me to understand it.</i></p> <p><i>I know how to find key words or information in a non-fiction text.</i></p> | <p><i>I know that many books have themes.</i></p> <p><i>I discuss the possible theme/s in books.</i></p> <p><i>I identify a theme in a book.</i></p> <p><i>I know that the organisation and layout of books vary according to the purpose of the book.</i></p> | <p><i>I listen to others' ideas and opinions about a text.</i></p> <p><i>I make connections between similar texts, prior knowledge and experience.</i></p> <p><i>I explain why there are connections, using evidence.</i></p> <p><i>I compare books with similar themes.</i></p> <p>Retrieving Information from Text</p> <p><i>I identify key information from my text.</i></p> <p><i>I summarise key information in sentences.</i></p> <p><i>I find key information from different parts of the text.</i></p> <p><i>I understand the difference between fact and opinion.</i></p> <p><i>I find examples of fact and opinion in texts and explain why one is fact and the other opinion.</i></p> | <p><i>I find key information from different parts of the text. I summarise key information from different parts of the text.</i></p> <p><i>I present an oral overview or summary of a text.</i></p> <p><i>I understand the difference between fact and opinion.</i></p> <p><i>I find examples of fact and opinion in texts.</i></p> <p><i>I can explain why one example is fact and another is opinion.</i></p> <p><i>I use point, evidence and explanation (PPE) or answer it, prove it, explain it (APE) to respond to questions about texts.</i></p> |
| HT3 | <p>What is it like at the poles?</p> <p>Lost and found.</p> <p>Assortment of non-fiction.</p> <p>Assortment of penguin poems</p> | <p>Are you a survivor?</p> <p>Fog Island</p> <p>Everest</p> | <p>Where On Earth Are We?</p> <p>The Darkest Dark-Chris Hadfield</p> <p>Bob the Man on the Moon-Simon Bartram</p> | <p>What happened when the Romans came?</p> <p>The Roman Mysteries by Caroline Lawrence</p> | <p>Why is the Earth known as the 'Goldilocks' planet?</p> <p>Cosmic (Frank Cottrell Boyce)</p> | <p>How has communication changed over time?</p> <p>Holes by Louis Sachar</p> |
| HT4 | <p>Why did London Burn?</p> <p>Traditional Tales</p> | <p>Who lives in a place like this?</p> <p>Little Evie in the Wild woods</p> | <p>How does your garden grow?</p> <p>The Secret Garden-Frances Hodgson Burnett</p> | <p>Are there any volcanoes in Britain?</p> <p>Escape from Pompeii Christina Balit</p> | <p>What makes water unique?</p> <p>Cosmic (Frank Cottrell Boyce)</p> <p>Biographies and autobiographies</p> | <p>WW2 – the war to end all wars?</p> <p>Boy in the striped pjs</p> <p>Rose Blanche</p> <p>Erika's Story</p> |
| Milestones Spring Term | <p>Applying Phonics</p> <p><i>I know which parts of words can be decoded using phonics.</i></p> <p><i>I blend sounds in unfamiliar words based on known GPCs.</i></p> | <p>Applying Phonics</p> <p><i>I know that the same grapheme may be read in different ways.</i></p> <p><i>I recognise alternatives and consider which will make more sense.</i></p> | <p>Applying Phonics</p> <p><i>I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</i></p> <p><i>I know that some words may have a similar</i></p> | <p>Applying Phonics</p> <p><i>I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words.</i></p> <p><i>I know that many words may have a similar pronunciation</i></p> | <p>Reading for Pleasure – maintaining a positive attitude to reading</p> <p><i>I discuss and explain how and why different books have different structures.</i></p> | <p>Reading for Pleasure – maintaining a positive attitude to reading</p> <p><i>I know that non-fiction texts may include a creative, fictional element.</i></p> <p><i>I can explain how the choices a writer has made about the</i></p> |

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| <p><i>I read words with familiar endings – s, es, ing, ed, er, est.</i></p> <p><i>I read words which have the prefix – unadded.</i></p> <p><i>I read phonically decodable texts with confidence.</i></p> <p><i>I divide words into syllables for example, pocket, rabbit, carrot, thunder, sunset</i></p> <p>Reading for Pleasure</p> <p><i>I say what I like or dislike about a book.</i></p> <p><i>I say if a story reminds me of another story or something that I have experienced.</i></p> <p><i>I listen to others' ideas about a book.</i></p> <p><i>I find familiar story language in stories read aloud to me or ones I have read independently.</i></p> <p><i>I retell key stories orally using narrative language.</i></p> <p><i>I recognise rhyming language.</i></p> <p>Reading Accurately, with Fluency and Understanding</p> <p><i>I use prior knowledge to understand texts.</i></p> <p><i>I identify unfamiliar words and ask about meaning.</i></p> <p><i>I use the context to make informed guesses about the meaning of unfamiliar words.</i></p> <p><i>I make predictions based on the events in a story.</i></p> | <p><i>I recognise syllables in words.</i></p> <p><i>I know that breaking words into syllables helps fluent decoding.</i></p> <p><i>I know that other strategies can be used to read unfamiliar words.</i></p> <p><i>I use other strategies to support fluent decoding.</i></p> <p>Reading for Pleasure</p> <p><i>I explain why I prefer certain books or stories.</i></p> <p><i>I can retell stories with key events in the correct sequence.</i></p> <p><i>I can retell a story with the key events and the characters.</i></p> <p><i>I know how to find information in a non-fiction book.</i></p> <p><i>I identify the purpose of a book or text.</i></p> <p><i>I know that books and stories are set in different places and times.</i></p> <p>Reading for Pleasure - Poetry</p> <p><i>I talk about the meaning of different poems.</i></p> <p><i>I recognise that a poem can tell a story.</i></p> <p><i>I learn a poem by heart.</i></p> <p><i>I give an opinion on books or poems read. I find patterned or recurring literary language in poems and stories.</i></p> <p><i>I find favourite words and phrases.</i></p> <p>Reading Accurately, with Fluency and Understanding</p> <p><i>I self-correct when I have lost meaning.</i></p> | <p><i>pronunciation but may be written differently.</i></p> <p><i>I know that some of these are unusual.</i></p> <p><i>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</i></p> <p><i>I know that unfamiliar words can be read by using knowledge of similar words (analogy).</i></p> <p>Reading for Pleasure</p> <p><i>I understand that narratives can have differently structured plots.</i></p> <p><i>I talk about the different plot structures in genres read.</i></p> <p><i>I know that writers choose words and language to create an effect on the reader.</i></p> <p><i>I find effective words and language in reading that writers have used to create effects.</i></p> <p><i>I discuss a range of narrative stories and their similarities and differences.</i></p> <p><i>I choose books for specific purposes.</i></p> <p>Reading for Pleasure - Poetry</p> <p><i>I discuss the meaning of unfamiliar words identified.</i></p> <p><i>I can discuss the meaning of words and language in poems.</i></p> <p><i>I understand that there can be more than one interpretation of a poem.</i></p> <p><i>I understand that the meaning of poems can be enhanced through performance.</i></p> | <p><i>but may be written differently.</i></p> <p><i>I know that some of these are unusual.</i></p> <p><i>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</i></p> <p><i>I know that unfamiliar words can be read by using knowledge of known similar words (analogy).</i></p> <p><i>I use analogy drawing on the pronunciation of similar known words to read others.</i></p> <p>Reading for Pleasure</p> <p><i>I understand that a writer can use patterned language for effect.</i></p> <p><i>I find examples of patterned language for effect.</i></p> <p><i>I identify words and language that show the setting of a book – historical, cultural or social.</i></p> <p><i>I know that writers choose words and language to show atmosphere, mood or feelings.</i></p> <p><i>I find words and language in my reading that writers have used to show atmosphere, mood or feelings.</i></p> <p><i>I identify different openings in different books and I can compare different story openings.</i></p> <p>Reading for Pleasure - Poetry</p> <p><i>I recognise and name different types of poems which have been introduced to me.</i></p> | <p><i>I can explain why I enjoyed a book or poem and who might also enjoy it.</i></p> <p><i>I evaluate the usefulness of a non-fiction book to research questions raised.</i></p> <p><i>I understand that a writer moves events forward through a balance of dialogue, action and description.</i></p> <p><i>I record effective words and language from reading to use in my own writing.</i></p> <p>Reading for pleasure - comprehension</p> <p><i>I use meaning – seeking strategies to explore the meaning of words in context.</i></p> <p><i>I understand that inferences can be drawn from different parts of the text.</i></p> <p><i>I justify inferences with evidence from the text.</i></p> <p><i>I make predictions from evidence found and implied.</i></p> <p><i>I summarise the main ideas drawn from a text.</i></p> <p>Reading for pleasure – justification for views</p> <p><i>I build on others' ideas and opinions about a text in discussion.</i></p> <p><i>I question others' ideas about a text.</i></p> <p><i>I compare different versions of texts.</i></p> <p><i>I explain the similarities and differences between different versions of texts.</i></p> <p><i>I explain how books written in different contexts can have similar themes.</i></p> <p>Retrieving information from the text</p> | <p><i>structure of a text supports its purpose.</i></p> <p><i>I can make predictions using knowledge of the conventions of different genres and text types.</i></p> <p><i>I understand that non-fiction texts may present the same information with different viewpoints.</i></p> <p><i>I identify the characteristics of a writer's style.</i></p> <p><i>I know that the word and language choices support the writer's purpose.</i></p> <p><i>I can record examples of words and language from reading to use in my own writing.</i></p> <p>Reading for pleasure - comprehension</p> <p><i>I ask questions to improve and deepen my understanding.</i></p> <p><i>I re-read to check that the text is meaningful.</i></p> <p><i>I know that a text may need to be read slowly or re-read to deepen my understanding.</i></p> <p><i>I know that texts have different layers of meaning – between the lines and beyond the lines.</i></p> <p><i>I summarise the main ideas drawn from a text.</i></p> <p>Reading for pleasure – justification for views</p> <p><i>I build on others' ideas and opinions about a text.</i></p> <p><i>I question others' ideas about a text.</i></p> <p><i>I make connections between texts which may not initially seem similar.</i></p> <p><i>I can explain why there are connections, using evidence.</i></p> <p><i>I can explain the similarities and differences between different versions of texts.</i></p> |
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| | <p><i>I give an opinion about a character.</i> <i>I know that stories can have similar characters.</i></p> | <p><i>I use prior knowledge and reading experiences to understand text.</i> <i>I use the context to understand text.</i> <i>I ask questions to clarify understanding.</i> <i>I can find the answers to retrieval questions about stories, poems or non-fiction texts.</i> <i>I recognise that a writer can have a message for the reader.</i> <i>I can make predictions about possible events</i></p> | <p><i>I watch performances of poems.</i> Reading Accurately, with Fluency and Understanding <i>I ask questions to deepen understanding of a text.</i> <i>I use the context of unfamiliar words to explain their meaning.</i> <i>I give a personal response to a text.</i> <i>I use evidence from the text to support my response.</i> <i>I use clues from the text to predict what might happen next.</i> <i>I know that the main idea in a narrative may also have a message for the reader.</i> <i>I know that the message in a book is called a theme.</i> <i>I recognise that books may have similar themes.</i> <i>I understand that the organisation and layout may be different according to the purpose of the book.</i> <i>I record key words or information found in a non-fiction text.</i></p> | <p><i>I explain the effect created by the poet's choice of words and language.</i> <i>I know that poems may have patterned language.</i> <i>I find examples of patterned language in the poems I read.</i> <i>I explain the effect of patterned language in poems and why a poet might use it.</i> <i>I understand that the meaning of poems can be enhanced through performance.</i> <i>I enjoy watching performances of poems.</i> Reading for Pleasure – Non-Fiction <i>I know where to find the specific information needed in my book.</i> <i>I know how to use a non-fiction book to find identified information.</i> <i>I discuss the meaning of the unfamiliar words identified.</i> Reading with understanding <i>I understand that a reader needs to interact with a text to understand it fully.</i> <i>I check understanding in any book or text read.</i> <i>I actively seek the meaning of any words or language not understood.</i> <i>I ask questions to ensure understanding of a text.</i> <i>I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</i></p> | <p><i>I use skimming and scanning to find the information I need.</i> <i>I make notes on the information I need.</i> <i>I organise my notes and present information.</i> <i>I summarise key information from different parts of the text.</i> <i>I present an oral overview or summary of a text.</i> <i>I understand that a narrative can be told from different points of view – narrator, character.</i> <i>I identify the point of view in a narrative.</i> <i>I understand that the writer may have a viewpoint.</i></p> | <p>Explaining and Discussing own Understanding <i>I understand that a narrative can be told from different points of view – narrator, character.</i> <i>I identify the point of view in a narrative.</i> <i>I can explore how events are viewed from another perspective.</i> <i>I identify the techniques used to create feelings, atmosphere, mood or messages.</i> <i>I can comment on how the writer's intent affects the reader.</i></p> |
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| | | | | <p><i>I understand that a writer wants the reader to respond in a certain way.</i></p> <p><i>I explain how the writer made sure of the reader's response, using evidence from the text.</i></p> <p><i>I compare others' personal responses to a text.</i></p> <p><i>I understand why a character acted, responded or felt in a certain way.</i></p> <p><i>I make predictions based on the text and from knowledge from other books.</i></p> <p><i>I identify the main idea in paragraphs in a text.</i></p> <p><i>I summarise the main idea of a text in a sentence.</i></p> <p><i>I find evidence which shows what the theme is.</i></p> <p><i>I use the organisation and layout of a book to find specific information.</i></p> <p><i>I record key words or information found.</i></p> | | |
| HT5 | <p>What can be found on the ground? Mad about mini beasts; The Bad Tempered Ladybird; What the Ladybird Heard</p> | <p>Robin Hood: Friend or Foe? The Adventures of Robin Hood</p> | <p>Would you like to be a Pharaoh? The Egyptian Cinderella-Shirley Climo Mystery of the Egyptian Amulet-Scott Peters</p> | <p>What did the Victorians do for us? Oliver Twist by Charles Dickens</p> | <p>Why is the rainforest a lifesaver? The Explorer (Katherine Rundell)</p> | <p>WW2 – the war to end all wars? Boy in the striped pjs Rose Blanche Erika's Story</p> |
| HT6 | <p>Do you like to be beside the seaside? Flotsam</p> | <p>What is the best ever invention? The Most Magnificent Thing, Until I met Dudley Visual Literacy – The shirt machine/Wallace and Gromit cracking contraptions.</p> | <p>What's it like in the Wild, Wild West? Indian in the Cupboard-Lynne Reid Banks</p> | <p>Does every river flow to the sea? Rhythm of the Rain by Graham Baker-Smith</p> | <p>Why do we remember the Mayans? The Explorer (Katherine Rundell)</p> | <p>What makes me... me? The Lost Thing by Shaun Tan</p> |

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| <p>Milestones Summer Term</p> | <p>Applying Phonics <i>I hear and recognise all 40+ phonemes.</i> <i>I match all 40+ graphemes to their phonemes (Phase 3)</i> <i>I identify all 40+ graphemes in my reading.</i> <i>I know that words can have omitted letters and that an apostrophe represents the omitted letters</i> <i>I find contractions in my reading.</i> <i>I read words with contractions.</i> <i>I read compound words, for example, football, playground, farmyard, bedroom.</i> Reading for Pleasure <i>I say whether I agree or disagree with others' ideas.</i> <i>I say whether I agree or disagree with ideas.</i> <i>I recognise repeated or patterned language.</i> <i>I recognise patterned language in poems and rhymes I know.</i> <i>I know some poems and rhymes by heart.</i> Reading Accurately, with Fluency and Understanding <i>I discuss the meaning of unfamiliar words with others.</i> <i>I know that stories can have similar patterns of events.</i></p> | <p>Applying Phonics <i>I read words of two or more syllables accurately.</i> <i>I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</i> <i>I read these books fluently and confidently.</i> Reading for Pleasure <i>I decide how useful a non-fiction book is to find the information I need.</i> <i>I can find the setting or time in books or stories.</i> <i>I can discuss the setting or time in books.</i> Reading for Pleasure - Poetry <i>I recite or perform a poem making meaning clear.</i> <i>I talk about favourite words and phrases.</i> <i>I know that word choice affects meaning.</i> <i>I can explain why a writer has chosen a word to affect meaning.</i></p> | <p>Applying Phonics <i>I use analogy, drawing on the pronunciation of similar known words to read others.</i> Reading for Pleasure <i>I recognise the literary language typical of narrative genres read.</i> <i>I recognise words and language that show the setting of a book – historical, cultural or social.</i> <i>I explain why a writer makes choices about words and language used.</i> <i>I discuss meaning of specific words used by authors to create effects.</i> <i>I explain why a writer has chosen specific words and language.</i> <i>I record words and language from reading to use in my own writing.</i> <i>I make connections between books written by the same author.</i> <i>I re-tell some of stories written by the same author by heart.</i> Reading for Pleasure - Poetry <i>I discuss how the meaning is enhanced through performance.</i> <i>I identify that intonation, tone, volume and action can be used to enhance meaning.</i> <i>I prepare poems to read aloud and to perform, showing understanding</i></p> | <p>Reading for Pleasure <i>I explain how the writer has used words and language to show the setting of a book.</i> <i>I explain how the words and language used show atmosphere, mood or feelings.</i> <i>I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.</i> <i>I record words and language from my reading to use in my own writing.</i> <i>I find similarities in the use of language and openings in books experienced.</i> Reading for Pleasure - poetry <i>I discuss how the meaning of a poem is enhanced through performance.</i> <i>I identify that intonation, tone, volume and action can be used to enhance meaning.</i> <i>I prepare poems to read aloud and to perform showing understanding through intonation, tone, volume and action.</i> Reading with understanding <i>I ask questions to deepen understanding of a text – between and beyond the lines.</i> <i>I find where the writer has written to make the reader respond in a certain way.</i> <i>I adapt my own response in the light of others' responses.</i> <i>I understand why a writer wanted the character to respond in a certain way.</i></p> | <p>Reading for Pleasure – maintaining a positive attitude to reading <i>I can explore how dialogue is used to develop character.</i> <i>I can explore how actions are added to dialogue to move events forward.</i> <i>I understand that writers use language for precise effect.</i> <i>I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc</i> <i>I understand that a writer uses different sentence structures and techniques to create effects.</i> <i>I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</i> <i>I can record examples of effective techniques and structures from reading to use in my own writing.</i> Reading for Pleasure – comprehension <i>I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</i> <i>I understand that inferences can be made by reading between and beyond the lines.</i> <i>I know that the context in which it was written can affect a text. For example, a classic text reflects how an</i></p> | <p>Reading for Pleasure – maintaining a positive attitude to reading <i>I know that style and vocabulary are linked to the purpose of the text.</i> <i>I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.</i> <i>I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information.</i> <i>I can explain the characteristics of a writer's style, using evidence.</i> <i>I can explain how the word and language choices support the writer's purpose, using evidence.</i> <i>I can explain how the techniques and structures used support the writer's purpose, using evidence.</i> <i>I record examples of techniques and structures from reading to use in my own writing.</i> <i>I can comment on the effectiveness of the writer's use of language structures and techniques.</i> Reading for Pleasure – comprehension <i>I can find the different layers of meaning in a text.</i> <i>I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes.</i> <i>I make predictions from evidence found and implied.</i> <i>I know that the context in which it was written can affect a text, For example, a classic text</i></p> |
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Long Term Curriculum Plan for Reading

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| <p><i>I make links to other stories.</i> <i>I make links with characters in other stories.</i> <i>I can answer retrieval questions about a book.</i> <i>I use information from the story to support my opinion.</i> <i>I understand that a writer can leave gaps for the reader to fill.</i> <i>I answer questions which fill the gaps in a story. (inference)</i></p> | | | <p><i>through intonation, tone, volume and action.</i> Reading Accurately, with Fluency and Understanding <i>I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</i> <i>I explain my personal response.</i> <i>I listen to others' personal responses to a text.</i> <i>I adapt own response in the light of others' responses.</i> <i>I know that characters' actions can tell the reader about their thoughts, feelings and motives.</i> <i>I infer characters' feelings, thoughts and motives from their actions.</i> <i>I give reasons for predicting what might happen next.</i> <i>I identify the organisation and layout in books.</i> <i>I explain how the organisation and layout helps me to understand it.</i></p> | <p><i>I infer meaning using evidence from events, description and dialogue.</i> <i>I make connections with books with similar themes.</i> <i>I skim to find specific information on a page or in a paragraph.</i> <i>I scan a page or paragraph to find key words or information.</i></p> | <p><i>audience of that time will react.</i> <i>I explain how the context of a text reflects the reaction of the audience it was written for.</i> Reading for Pleasure – justification for views <i>I evaluate the effectiveness of different versions of texts.</i> Retrieving information from text <i>I explore how events are viewed from another perspective.</i> <i>I explain the writer's viewpoint with evidence from the text.</i> <i>I identify the writer's viewpoint, for example, how different characters are presented.</i></p> | <p><i>reflects how an audience of that time will react.</i> <i>I can explain how the context of a text reflects the reaction of the audience it was written for.</i> Reading for Pleasure – justification for views <i>I identify themes in books which have different cultural, social or historical contexts.</i> <i>I compare and contrast themes in a range of books.</i> <i>I can explain how there are common themes in different books, using evidence from reading.</i> Explaining and Discussing own Understanding <i>I know that points of view can also be implied.</i> <i>I identify implied points of view.</i> <i>I can explain implied points of view, using evidence.</i> <i>I understand that the writer may have a viewpoint.</i> <i>I identify the writer's viewpoint, for example, how different characters are presented.</i> <i>I can explain the writer's viewpoint with evidence from the text.</i> <i>I can explain the effect of the writer's viewpoint on the reader.</i> <i>I can explain how the techniques used create feelings, atmosphere, mood or messages.</i></p> |
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