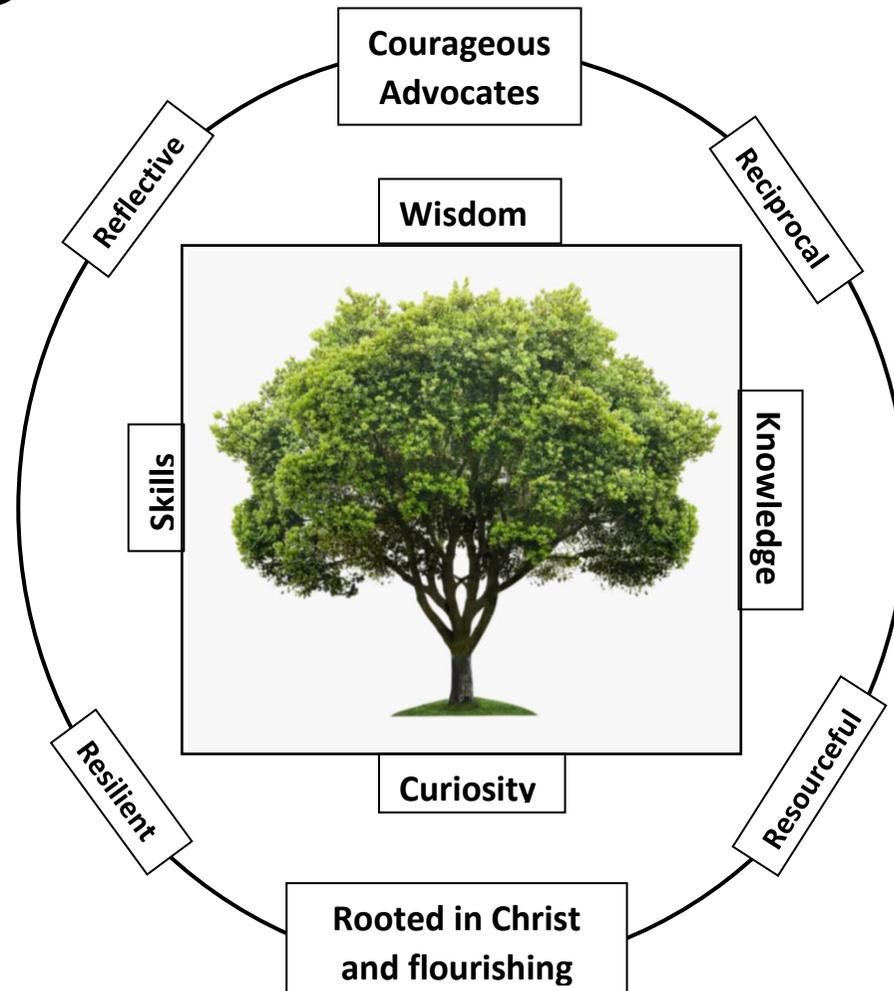


The Whittle-le-Woods Curriculum

I have come so they may have life and have it to the full. John 10:10

English-Reading



English IntentOur English curriculum at Whittle-le-Woods aims to:

- **Enable** children to **communicate effectively** and use language in order to make meaning explicit for themselves and others.
- **Offer access** to the world of **knowledge**
- **Generate** lifelong **enthusiasm** and **enjoyment**.
- **Empower** children to **flourish** and **soar** in all **talents**.

English is a major world language, and its secure and confident use opens many possibilities. Children's developing use of language underpins success across the curriculum and lays the foundations for active involvement in society. The development of literacy skills is a basic human right – an entitlement for all pupils and therefore the responsibility of all within our school family. Our understanding of literacy incorporates communication, speaking, listening, reading and writing. English, in its widest context, is all the uses to which language can be put; all the ways meaning can be made through language, ranging from everyday transactions of life, through the expression of personal experiences, to cultural forms in literature, the media and the arts. These elements of language are interdependent and integral to all learning. Literacy should therefore be promoted holistically.

NurseryPhase 1 Phonics

Identifying sounds.

Be exposed to environmental and voice sounds.

Be exposed to rhyme and rhythm.

Listen to music and sing nursery rhymes.

Play musical instruments, or body percussions (clapping, for example).

Learning how letters and sounds relate to one another.

Learning to segment words and identify what sound each letter makes (summer term).

Learning to blend together sounds to form words (summer term).

Reading & Comprehension

Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound, such as money and mother

Enjoy listening to longer stories and can remember much of what happens.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Engage in extended conversations about stories, learning new vocabulary

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Use a wider range of vocabulary.

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

	Autumn		Spring		Summer	
Core texts	Our Special World – My family Liz Lennon Big book of families – Catherine & Laurence Anholt The family book – Todd Parr All about families - Usbourne	Maisy's nursery – Lucy cousins Colour monster School – Anna LLenas Making new friends –Amanda MCardie Starting School – Janet?Allan Ahlberg Going to nursery - Catherine & Laurence Anholt Spot loves nursery – Eric Hill	We're going to the doctor - Campbell Visiting the dentist – Jo Brundle Hospital –Jess Stockham Dentist – Jess Stockham Doctor - Jess Stockham Going to the doctor - Usbourne Going to the hospital - Usbourne	Noisy Farm – Rod Campbell On the farm Axel Schliefer Spend a day on the farm – Jane Yorke Down on the farm – Merrily Kutner We went to a farm one day – Jane Chapman	Talkabout Growing – Robie Harris Rosie plants a radish – Kate Petty My Bean Diary - Rhonda Jenkins What's this? Caroline Mockford The small, small seed - Judith Nicholls How does my garden grow? Kate Burns The Tiny Seed – Eric Carle	Mad about minibeasts - Giles Andreae Incey Wincey Spider – Keith Chapman Spider Sandwich – Claire Freedman The Very Ugly bug – Liz Pichon

Children take home a library book initially to share stories with parents at home, then when ready (usually Summer term) they will take home set 1 picture books to encourage story telling independently.

Reception

	Autumn	Spring	Summer
Core texts	<p><u>All About Me!</u> Our Class is a Family by Shannon Olsen The Tiger Who Came to Tea by Judith Kerr – Talk for Writing Unit Pumpkin Soup by Helen Cooper The Best Diwali Ever! by Sonali Shah</p> <p><u>Let’s Celebrate (Including traditional tales)</u> The Gingerbread Man – Talk for Writing unit The Jolly Christmas Postman by Allan Ahlberg and Janet Ahlberg Stick Man by Julia Donaldson</p>	<p><u>People who help us! Superheroes</u> The Great Explorer by Chris Judge - Geography key text Supertato! By Sue Hendra – Talk for Writing Unit Real Superheroes by Julia Seal Super Duper You by Sophie Henn</p> <p><u>Growing and changing!</u> Jack and the Beanstalk - Talk for Writing Unit Eggs and Chicks by Fiona Patchett Eddie’s Garden by Sarah Garland Oliver’s Vegetables by Alison Bartlett and Vivian French The Tiny Seed by Eric Carle</p>	<p><u>Amazing Animals!</u> The Little Red Hen - Talk for Writing Unit We’re Going on a Bear Hunt by Michael Rosen Harry and the Bucketful of Dinosaurs by Ian Whybrow and Adrian Reynolds – past and present</p> <p><u>Fantasy! (Including traditional tales)</u> Goldilocks - Talk for Writing Unit The Ghanaian Goldilocks by Dr. Tamara Pizzoli How to Catch a Star! By Oliver Jeffers Whatever Next! By Jill Murphy</p>
Linked texts	<p><u>Linked</u> Capt. Tom Moore by Maria Isabel Sanchez Vegara – Remembrance Day The Colour Monster by Anna Llenas National Trust – Step Inside Homes Through History by Goldie Hawk</p> <p><u>Diversity</u> Hannukah Bear - By Eric Kimmel – RE key text Happy in Our Skin by Fran Manushkin All Are Welcome by Alexandra Penfold Hats of Faith by Medeia Cohan</p>	<p><u>Linked</u> The Odd Egg by Emily Gravett The Very Hungry Caterpillar by Eric Carle Pip and Egg by Alex Latimer Who’s in the Egg? by Dean Gray</p> <p><u>Diversity</u> My World, Your World by Melanie Walsh Welcome to our world – a celebration of children everywhere by Moira Butterfield</p>	<p><u>Linked</u> Rapunzel by Paul O. Zelinsky Beauty and the Beast by Gabrielle-Suzanne Barbot de Villeneuve This Zoo is Not for You by Ross Collins Zoo by Anthony Browne</p> <p><u>Diversity</u> Shine by Sarah Asuquo We are all different! A celebration of diversity by Tracey Turner</p>

Reading Set if at ARE	Phase 1 Set 1 Set 1/2 – satpinmd (for children confident blending)	Phase 2 Set 1/2 – satpinmd Set 3 – gock Set 4 - ckeur Set 5 - hbf ff l ll ss	Phase 3 and 4 Set 6 – jvwx Set 7 – yz zz qu Set 8 – ch sh th ng Set 9 - ai ee igh oa oo Set 10 – ar or ur ow oi Set 11 – ear air ure er Set 12 – consolidation (Phase 4)
Book Band if at ARE	Lilac	Pink	Red
Phonics phase being taught	Children are taught all Phase 2 phonemes by the end of the autumn term. Phase 2 is taught as a whole class. Unit 1: s, a, t, p. Unit 2: i, n, m, d. Unit 3: g, o, c, k. Unit 4: ck, e, u, r. Unit 5: h, b, f, ff, l, ll, ss.	Children are taught all Phase 3 phonemes by the end of the spring term. Children are re-assessed and taught phonics in focus groups. Unit 6: j, v, w, x Unit 7: y, z, zz, qu. Consonant digraphs: ch, sh, th, ng. Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er. Unit 8: ch, sh, th, ng Unit 9: ai, ee, igh, oa, oo (long and short) Unit 10: ar, or, ur, ow, oi Unit 11: ear, air, ure, ur, er	When secure Phase 2 and 3, children are taught Phase 4 (unit 12). <ul style="list-style-type: none"> • Practising grapheme recognition for reading and recall for spelling • Teaching blending for reading cvcc and ccvc words. • Teaching segmenting for spelling cvcc and ccvc words. • Practising reading and spelling words with adjacent consonants • Practising segmentation for spelling • Teaching and practising high-frequency words • Practising reading and spelling two-syllable words • Practising reading and writing sentences
Phonics and Decoding Word Reading EGL	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.		
Common Exception Words Reading EGL	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		

Comprehension EGL	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.
Listening and Attention ELG	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
Speaking ELG	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Year 1

	Autumn	Spring	Summer
Core texts	The Lamb who came to dinner by Steve Smallman Mutt dog by Stephen Michael King Yard Sale by Eve Bunting Traction Man is here by Mini Grey	Traction Man meets Turbo Dog - Mini Grey Toys and games from Around the World - Moira Butterfield The Last Wolf - Mini Grey Amazing Grace - Mary Hoffman	The Gruffalo – Julia Donaldson The Dancing Tiger – Malachy Doyle Tigress – Nick Dowson Ice Bear – Nicola Davies Surprising Sharks – Nicola Davies
Linked texts	Traction Man on the Beach – Mini Grey The Twits – Roald Dahl Supertato – Sue Hendra	Too Many toys - David Shannon Lost in the toy museum – David Lucas Fantastic Mr Fox – Roald Dahl The three little wolves and the big bad pig - Eugene Trivizas Three little pigs - Traditional Toy Story	The Owl who was afraid of the dark – Jill Tomlinson All the Wild Wonders – Wendy Cooling Lila and the secret of rain- David Conway Superworm – Julia Donaldson
Reading set if at ARE	Phase 4 Set 12 – consolidation (Phase 4)	Phase 5 Set 13 – wh ph Set 14 – ay a-e eigh ey ei (long a) Set 15 – ea e-e ie ey y (long e) Set 16 – ie i-e y l (long i) Set 17 – ow o-e o oe (long o) Set 18 – ew ue u-e (long u) u oul (short oo) Set 19 – aw au al Set 20 - ir er ear	Phase 5 Set 21 – ou oy Set 22 – eer ere are ear Set 23 – c k ck ch Set 24 – c(i) c(y) sc stl Set 25 – g(e) g(i) g(y) Set 26 – le mb kn gn wr Set 27 – tch ch c(ial) ss(ion) t(ion)
Book Band if at ARE	Yellow	Blue	Green

Phonics phase being taught	Phase 4 Unit 12 Phase 5 Unit 13: wh ph Unit 14: ay a-e igh ey ei (long a) Unit 15: ea e-e ie ey y (long e) Unit 16: ie i-e y l (long i) Unit 17: ow o-e o oe (long o)	Phase 5 Unit 18: ew ue u-e (long u) u oul (short oo) Unit 19: aw au al Unit 20: ir er ear Unit 21: ou oy Unit 22: eer ere are ear Unit 23: c k ck ch Unit 24: c(i) c(y) sc stl Unit 25: g(e) g(i) g(y) Unit 26: le mb kn gn wr Unit 27: tch ch c(ial) ss(ion) t(ion) & consolidation	Consolidation of Phase 5 Phase 6 Suffix ending: '-ing' and 'ed' Suffix ending: split digraph silent 'e' + '-ing', '-ed' Suffix ending: '-s', '(as plural morpheme). Suffix ending: '-es' after 'ss', 'x'. Suffix ending: '-es' after 'ch', 'sh', 'tch' Prefix 're-' and un. Prefix, root, suffix
Word Reading	<p>Read aloud accurately books that are consistent with their developing phonic knowledge (Letters and Sounds Phase 5).</p> <p>Apply phonic knowledge and skills as the route to decode words (Letters and Sounds Phase 5).</p> <p>Respond speedily with the correct sound to grapheme for the 44 phonemes (Letters and Sounds Phase 5).</p> <p>Recognise and use the different ways of pronouncing the same grapheme; e.g. c in ice and cream; ch in chef, school and church; ou in could, found, you and shoulder.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read common exception words, noting tricky parts (see Year 1 list below).</p> <p>Read words containing –s, -es, -ing, -ed, -er, -est endings.</p> <p>Split two and three syllable words into the separate syllables to support blending for reading, e.g. farmyard, playground, September, Saturday, internet, animal, Africa.</p> <p>Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</p> <p>Develop fluency, accuracy and confidence by re-reading books.</p> <p>Read more challenging texts using phonics and common exception word recognition</p>		
Developing pleasure in reading and motivation to read	<p>Relate texts to own experiences and describe with some detail.</p> <p>Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.</p> <p>Enjoy and recite rhymes and poems and express preferences.</p> <p>Make personal reading choices and give more detailed reasons for their selection.</p>		

<p>Understanding books which they can read themselves and those which are read to them</p>	<p>Discuss key vocabulary, linking meanings of new words to those already known. Activate prior knowledge of the subject e.g. what do you know about minibeasts? Check that texts make sense while reading and self-correct. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons e.g. I like the Little Red Hen because she... Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. Identify, discuss and sequence the main events in stories. Record simply, e.g. story map. Make predictions based on what has been read so far and give reasons. Identify, describe and discuss the main characters in stories. Capture simply in writing, e.g. wanted poster, character profile. Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to the events in the whole story e.g. The Runaway Train; Not Now Bernard! Answer 'why' questions requiring basic inference, e.g. Why do you think he said...? Why do you think he did that? Recall specific information from non-fiction texts. Use parts of text to find information, e.g. titles, contents page and labelled diagram.</p>
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<p>Participating in discussion</p>	<p>In discussions about texts, listen to what others say and take turns to speak.</p>
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Read the Year 1 common exception words
 the a do to today of said says are were was is his I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our

Key Stage 1 Content Domains
 1a draw on knowledge of vocabulary to understand texts
 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
 1c identify and explain the sequence of events in texts
 1d make inferences from the text
 1e predict what might happen on the basis of what has been read so far

Year 2

	Autumn	Spring	Summer
Core texts	L. Frank Baum's Wizard of Oz by Deborah Hautzig	The Owl and the Pussycat Man on the Moon & A Right Royal Disaster by Simon Bartram	Paddington by Michael Bond Storm Whale by Benji Davies Flotsam by David Wiesner

	John Patrick Norman McHennessy by John Burningham Dear Teacher by Amy Husband How Winston Delivered Christmas by Alex T. Smith		The True Story of the 3 Little Pigs by Jon Scieszka Superworm by Julia Donaldson All the Wild Wonders by Wendy Cooling
Linked texts	Jesus was a refugee by Andrew McDonough The Nativity Story by Geraldine McCaughrean	The Iron Man by Ted Hughes My name is not Refugee by Kate Miller Hi, I'm Syrian by Shama Farag The Journey by Francesca Sanna Titanic by Melissa Stewart You wouldn't want to sail on the Titanic by David Stewart Rescuing the Titanic by Flora Delargy The Colour of Home by Mary Hoffman Beegu by Alexis Deacon Pussy-cat, Pussy-cat where have you been? By Russell Punter & Dan Taylor Refugee by Anne Booth & Sam Usher The world came to my place today by Jo Readman Sofia the dreamer and her magical afro by Jessica Wilson (guided read) Spaced Out by Brain Moses (guided read) On the Moon by Anna Milbourne (guided read)	Samson's Titanic Journey by Lauren Graham Trust me, Jack's Beanstalk Stinks! By Eric Braun The Three Little Wolves and the Big Bad pig by Eugene Trivizas Heaven by Nicholas Allan Why do things die? By Katie Daynes Granny Ting Ting by Patrice Lawrence The Amazing Life Cycle of Plants by Kay Barnham Poems out Loud by Laurie Stansfield (guided read) Great women who made history by Kate Pankhurst The Seaside by Izzi Howell (guided read) Seaside Holidays Then and Now by Clare Hibbert South by Daniel Duncan
Word Reading	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending.</p> <p>Read accurately and automatically words of two or more syllables that contain alternative sounds for a grapheme e.g. ou in shoulder, roundabout, grouping.</p> <p>Read longer and less familiar texts independently.</p> <p>Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p> <p>Read further common exception words, noting tricky parts (see Year 2 list below).</p>		
Developing pleasure in	<p>Discuss the main events in stories and sequence using language such as First of all..., Moments later..., After a while..., Finally....</p> <p>Use their own story maps to orally retell a wider range of stories, fairy tales and traditional tales to different audiences.</p>		

reading and motivation to read	<p>Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).</p> <p>Learn and recite a range of poems using appropriate intonation.</p> <p>Demonstrate enthusiasm for particular authors and types of book, choosing to read these for pleasure.</p>		
Understanding books which they can read themselves and those which are read to them	<p>Identify, discuss and collect favourite words and phrases, e.g. make lists of words according to word class (nouns, verbs, adjectives and adverbs).</p> <p>Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Take note of punctuation by using tone and intonation when reading aloud, e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.</p> <p>Activate prior knowledge, raise questions, and find and note answers e.g. What do we know? What do we want to know? What have we learned?</p> <p>Check that texts make sense while reading and self-correct.</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Draw inferences about characters and events referring to specific evidence from the text e.g. what do you think the character is feeling when...? What makes you think this?</p> <p>Make predictions based on what has been read so far and give reasons.</p> <p>Locate specific information in order to answer questions from a selection of non-fiction texts. Find information using the contents page, index, labelled diagrams and charts</p>		
Participating in discussion	<p>Make extended contributions to discussions about a range of text types.</p> <p>Join in with group discussions linked to reading, considering and responding to contributions from others.</p>		
<p>Read the Year 2 common exception words door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr. Mrs parents Christmas</p>			
<p><u>Year 3</u></p>			
	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>

Core texts	The Train to Impossible Places (P.G. Bell) The Littlest Matryoshka (Corrine Demas) Geography Link The Tiger Child (Joanna Trougton) Seasons of Splendour (Madhur Jaffrey) – this is a book of short Indian folk tales; I dip in and out of lots of them but main ones are The Old Man and Lakshmi the Clever Washerwoman Little Red Riding Hood (Andrew Prentice)	Leon and the Place Between (Angela McAllister) Performance Poetry- range from Children’s Poetry Archive, including: Picnic Time on the M25, The Torch	Babushka’s Doll Geography Link Rechenka’s Eggs Geography Link A Child’s Garden of Verses (Robert Louis Stevenson) Classic Poems for Children (Nicola Baxter) The Lost Eagles (Robert Reed) History Link
Linked texts	Range of classic fairy tales, including Goldilocks and the Three Bears, Jack and the Beanstalk Russian Fairy Tales (Alexander Afanasyev, Roman Jakobson) Geography Link Let’s Look at Russia (Nikki Bruno Clapper) Geography Link Exploring Canals (Daniel Nunn) History Link	Weird, Wild and Wonderful; The Poetry World of James Carter (James Carter) Harry Potter and the Philosopher’s Stone (use one short extract for character description of wizard-good for vocab) (J K Rowling) Rocks and Fossils (Peter Riley) Science Link The Pebble in my Pocket (Meredith Hooper) Geography Link Ancient Egyptians (Joshua George) History Link	The Thieves of Ostia (Caroline Lawrence) History Link So You Think You’ve Got it Bad: A Kid’s Life in Ancient Rome (Chae Strathie and Morisa Moria) History Link A Drop in the Ocean (Jacqui Bailey) Science Link
Word Reading	Word Reading Use knowledge of root words to understand meanings of words, e.g. base, basic, basically; drama, dramatic, dramatically. Use prefixes to understand meanings e.g. in-, im- (meaning ‘not’): incorrect, inactive, inappropriate; impossible, immature, impolite. Use suffixes to understand meanings e.g. –ous (meaning ‘full of’): mountainous, humorous, poisonous, dangerous, courageous. Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.		
Pleasure	Sequence the main events in stories, orally and in note/picture form. Discuss each main event, sharing opinions. Orally retell stories, engaging the listener through eye contact, expression and gesture. Identify and discuss themes in fairy tales and folk tales e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. Identify and discuss conventions of fairy tales and folk tales e.g. numbers three and seven in fairy tales, characters who speak in riddles, rhymes or old-fashioned English. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.		
Understanding	Identify, discuss and independently collect favourite words and phrases which capture the reader’s interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries (first two letters) to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text.		

	<p>Use appropriate intonation, tone and volume when reading aloud.</p> <p>Take note of punctuation when reading aloud, e.g. changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.</p> <p>Discuss their understanding of the text using tentative language, e.g. At first I thought...but now..., I was wondering whether..., Does anyone else think that...?</p> <p>Raise own questions during the reading process to deepen understanding e.g. Why did the character..., What might happen if she..., How did he know about...?</p> <p>Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text.</p> <p>Make predictions based on details stated, giving reasons.</p> <p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling, e.g. explanations, information texts.</p> <p>Analyse and evaluate texts looking at language, structure and presentation e.g. play scripts, classic poetry, explanations.</p>		
Non-fiction information retrieval	<p>Prepare for research by identifying what is already known about the subject, generate key questions to structure the task, e.g. create a KWL grid.</p> <p>Complete the KWL grid with answers to questions generated.</p> <p>Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossaries, diagrams.</p> <p>Quickly appraise a text to evaluate usefulness.</p> <p>Navigate texts in print and on screen using contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.</p> <p>Record information from a range of non-fiction texts.</p> <p>Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns</p>		
Discussion	<p>Participate in discussion about what is read to them and books they have read independently, e.g. expressing preferences, providing opinions, generating, asking and answering questions, and making relevant comments.</p> <p>Develop and agree on rules for effective discussion, taking turns and listening to what others say.</p> <p>Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</p>		
<p>Read and spell the Year 3 common exception words accident(ally) century February length popular strange actual(ly) circle forward(s) library potatoes thought address decide fruit minute promise through answer describe heard naughty purpose weight arrive early heart notice quarter woman/women believe earth height occasion(ally) question bicycle eight /eighth history often reign centre enough learn perhaps sentence</p>			
<u>Year 4</u>			
	Autumn	Spring	Summer

Core texts	The Boy with the Bronze by Kathleen Fidler. Harry Potter and the Philosopher’s Stone by J.K Rowling	Mixed Up Myths – Activelearn King Midas and the Golden Touch Pandora’s Box – various sources	Bill’s New Frock by Anne Fine The Snow Queen by Hans Christian Andersen
Linked texts	Stone Age Boy by Satoshi Kitamura The First Drawing by Mordicai Gerstein The Stone Age Hunters, Gatherers and Woolly Mammoths by Marcia Williams	Greek Myths - Three Heroic Tales by Hugh Lupton & Daniel Morden Into the Volcano by Jess Butterworth Escape from Pompeii by Christina Balit	A medal for Leroy by Michael Morpurgo The Invisible Dog by Dick King-Smith
Word Reading	<p>Use knowledge of root words to understand meanings of words, e.g. separate, separately, separation; image, imagine, imagination; continue, continually, continuation; inform, information, informative, informant; adore, adoringly, adoration.</p> <p>Use prefixes to understand meanings e.g. super– (meaning ‘above/beyond’): superman, supermarket; anti– (meaning ‘against’): antiseptic, anticlockwise, antisocial; auto– (meaning ‘self’ or ‘own’): autograph, autobiography.</p> <p>Use suffixes to understand meanings of nouns e.g. –ation (indicating action or state): admiration, preparation, adoration, sensation, information.</p> <p>Read and understand selected words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.</p>		
Pleasure	<p>Demonstrate enthusiasm for wider reading, confidently sharing opinions about books.</p> <p>Capture responses in writing in a variety of ways e.g. comparing and ranking characters, contributing to a book recommendation display.</p> <p>Prepare a poem to perform and learn by heart.</p> <p>Use text marking, colour coding and annotations to support planning and rehearsal Perform the poem to an audience, showing understanding through intonation, tone, volume and action.</p> <p>Orally retell myths, fairy stories and stories from other cultures, engaging the listener through dramatic use of voice and actions.</p>		
Understanding	<p>Identify, discuss and independently collect effective words and phrases which capture the reader’s interest and imagination in poetry and narrative texts e.g. similes and metaphors.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Use dictionaries (first three letters) to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text.</p> <p>Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences, e.g. The tour guide announced ‘Be back here at four o’clock!’</p> <p>Make predictions based on information stated and that which is implied.</p> <p>Demonstrate active reading strategies and capture in reading journals e.g. book talk, generating questions, refining thinking, modifying questions, feelings graph to show how characters’ emotions develop, and character ranking to order most powerful to least powerful with evidence from the text.</p> <p>Identify, discuss and compare themes across more than one text e.g. origins of the earth, its people and animals.</p>		

	<p>Draw inferences around characters' motives, and justify with evidence from the text. Justify responses to the text using the PE prompt (Point + Evidence). Consider a range of Evidence statements, provided by the teacher, and summarise the Point. Identify main ideas drawn from more than one paragraph and summarise these orally and in writing e.g. The character is evil because...1/2/3 reasons; Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. poems with a structure, folk tales, discussion texts. Recognise and analyse a wider range of poetry e.g. haiku, limericks, kennings, classic poems, narrative poems.</p>
Non-fiction information retrieval	<p>Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences. Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form. Analyse and evaluate how specific information is organised within a nonfiction text in print and on screen e.g. text boxes, sub-headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus. Explain how paragraphs are used to order or build up ideas, and how they are linked.</p>
Discussion	<p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say, e.g. expressing preferences and giving reasons, making recommendations and challenging others courteously. Develop, agree on, use and reflect upon rules for effective discussion. Make appropriately extended contributions and respond to others in a variety of group situations e.g. whole class, independent reading groups, book circles</p>

Read and spell the Year 4 common exception words
appear continue grammar material possible suppose breadth different group medicine pressure surprise breathe difficult guard mention probably therefore build disappear guide natural recent though/although busy/business exercise imagine opposite regular calendar experience important ordinary remember caught experiment increase particular separate certain extreme interest peculiar special complete famous island position straight consider favourite knowledge possess(ion) strength

Year 5

	Autumn	Spring	Summer
Core texts	Letter from a light house - Emma Carroll	Beowulf – Michael Morpurgo	The Explorer - Kathrine Rundell
Linked texts	Boy in the stiped Pyjamas – John Boyne The Danger Zone – Simon Smith You wouldn't want to be an Anglo-Saxon Peasant – Jacqueline Morley	Moon Juice Poems – Kate Wakeling Be the change Poems by L.Brownlee, M.Goodfellow & R.Stevens A Kid in my class – Rachel Rooney	Middle world – J&P Voelkel Journey to the River Sea – Eva Ibbotson Eyewitness Amazon – Tom Jackson The Highwayman – Alfred Noyes

	<p>War Games – Terry Deary Friend or Foe – Michael Morpurgo The Lion Storytellers Christmas Book – Bob Hartman & Krisztina Kallai Nagy You wouldn't want to be an Anglo – Saxon Peasant – Jacqueline Morley Anglo Saxon Times – Andrew Langley Meny, Women and Children in Anglo-Saxon Times – Jane Bingham Myths & Legends – Ronne Randal</p>	<p>The Girl who stole an elephant – Nizrana Farook New Testament tales The unauthorized version – Bob Hartman Best Mates – Bob Hartman Best Mates too – Bob Hartman Brazil the land and the people – Susie Brooks amazon rainforest – Lynne Cherry and Mark J. Plotkin The Vanishing Forest – Richard Platt</p>	<p>History in infographics The Maya – Jon Richards Mayan Mystery – Nick Hunter Mayan Civilisation The Study Book – Sarah Elsdon The Danger Zone Avoid being a Mayan Soothsayer! – Rupert Matthews Rain Player – David Wineiwski The Shamans Apprentice A tale of the The Great Kapok Tree – Lynne Cherry Young, gifted and Black – Jamia Wilson</p>
Word Reading	<p>Use knowledge of root words and suffixes to understand meanings e.g. -ent (meaning 'quality, action, state or process') – innocent, decent, frequent, confident. -ence (meaning 'quality, action, state or process') – innocence, confidence, obedience, independence. -ency (meaning 'quality, action, state or process') – frequency, decency, contingency, inefficiency, clemency. Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below</p>		
Maintaining positive attitudes to reading	<p>Recommend non-fiction books or texts to their peers with reasons for choices, e.g. newspaper or magazine article, information books or websites. Prepare poems to perform and learn by heart, e.g. poems with figurative language, including ones they have written themselves. Use text marking, colour coding and annotations to support planning and rehearsal. Perform with intonation, tone, volume and action so the meaning is clear to an audience</p>		
Understanding	<p>Explain the meaning of new vocabulary within the context of the text. Use devices to indicate parenthesis (commas, dashes and brackets) to determine intonation and expression when reading aloud, e.g. The cake was lovely – delicious in fact – so I had another slice. Demonstrate understanding by using a range of active reading strategies through book talk e.g. stating and justifying opinions, considering the views of others and asking questions. Draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings e.g. Why did Bess pull the trigger in the poem 'The Highwayman'? Predict consequences using a combination of information, including that which is stated and that which is implied. Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding. Explore and discuss themes within and across texts e.g. select, from a range provided by the teacher, the theme which acts best as a one word summary of a story or poem. Compare the viewpoints of different characters, e.g. of the same events. Distinguish between statements of fact and opinion across texts, e.g. two contrasting accounts of the same historical event, or two opposing points of view about an issue being debated. Scan for key information and text mark in fiction and non-fiction e.g. identify words and phrases which tell you the character has a hard life, or find three words or phrases which suggest that the author is opposed to deforestation. Summarise, orally and in writing, main ideas drawn from more than one paragraph and identify key details which support this.</p>		

	Justify opinions and elaborate by referring to the text, e.g. I think ...(point) I know this because the author says...(evidence) This evidence shows that...(explanation). Identify how language, structure and presentation contribute to meaning in fiction and non-fiction texts e.g. formal letter, persuasive speech, myths, legends
Evaluating the impact of the author's use of language	Explore imagery in fiction and poetry, recognising and explaining the effect of noun phrases, metaphors and similes.
Discussion and Debate	Make active contributions to discussions about fiction, non-fiction and poetry expressing opinions and preferences, and giving reasons. Prepare and deliver a short oral presentation linked to fiction and nonfiction, explaining their understanding of what they have read. Speak audibly and fluently with an increasing command of Standard English. Using Standard English, respond to a question from an audience or group member following a presentation linked to reading.

Read and spell the Year 5 statutory upper key stage two words.

apparent cemetery determined explanation interfere occupy rhythm amateur communicate develop familiar language occur secretary ancient community dictionary foreign leisure persuade shoulder available conscience environment forty lightning physical soldier average convenience equip (-ped, -ment) government muscle programme stomach bargain curiosity excellent hindrance neighbour queue temperature bruise desperate existence individual nuisance recognise twelfth rhyme vegetable

Year 6

	Autumn	Spring	Summer
Core texts	War Horse Michael Murpurgo Pig Heart Boy Malorie Blackman Voices in the Park – Anthony Browne	The Hobbit – J R R Tolkien	Flood Land - Marcus Sedgwick Changes – Anthony Browne
Linked texts	Private Peaceful – Michael Murpurgo King of Shadows – Susan Cooper Skylarks War – Hilary McKay Operation Code-Cracker - J Townsend Wreck of Zanzibar - Murpurgo	Murderer's Ape – Jakob Wegelius Skellig – David Almond	Flower Boy – Keith Campion
Word Reading	Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin. Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.		
Maintaining positive attitudes to reading	Recommend books to their peers, orally and in writing, with detailed reasons for their opinions, e.g. recommending books with particular attention to the interests and preferences of peers, recommending books within a book circle. Prepare poems (e.g. classic narrative poetry) and plays and perform with dramatic effects. Use text marking, colour coding and annotations to support planning and rehearsal.		

<p>Understanding texts they read independently and those which are read to them</p>	<p>Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies through book talk e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Capture in reading journals. Justify opinions and elaborate by referring to the text . Infer characters’ motives from their actions, e.g. Why did Fagin look after the boys? What evidence do you have to support this? Predict consequences using a combination of information, including that which is stated and that which is implied. Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding. Compare texts written in different periods. Recognise and discuss themes within and across a range of texts e.g. hope, family, love, homes. Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys’ diary and a history textbook. Use a combination of skimming, scanning and close reading across a text to locate specific detail. Using a range of non-fiction texts in print and on screen, sift through passages for relevant information and record ideas in note form that are effectively grouped and linked. Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story</p>
<p>Evaluating the impact of the author’s use of language</p>	<p>Explore, recognise and use the terms style and effect. Explain the effect on the reader of the author’s choice of language and reasons why the author may have chosen to break conventions, e.g. one word sentence; beginning sentences with ‘and’ or ‘but’; repeated use of the same word.</p>
<p>Discussion and Debate</p>	<p>Challenge the views of others courteously, e.g. I like that idea but have you thought about...; Ok, but what about looking at it this way...; I can see your point but... Prepare and deliver formal presentations, including for debates, explaining and discussing their understanding of what they have read. Prepare and use notes to support an oral presentation, e.g. cue cards. Use formal language (e.g. the subjunctive; the passive voice, nominalisation) to respond to questions generated by a presentation linked to reading and/or research, e.g. If I were to...; My conscience requires that...; It could be argued that...; The proposed suggestion...</p>
<p>Read and spell the Year 6 statutory upper key stage two words. accommodate category disastrous immediate(ly) privilege sincere(ly) accompany committee embarrass interrupt profession sufficient according competition especially marvellous pronunciation suggest achieve conscious* exaggerate mischievous recommend symbol aggressive controversy frequently necessary relevant system appreciate correspond guarantee opportunity restaurant thorough attached criticise (critic + ise) harass parliament sacrifice variety awkward definite identity prejudice signature vehicle yacht</p>	
<p>Key Stage 2 Content Domains 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied</p>	

2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text