





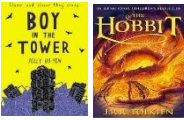



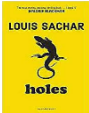



Key Stage 2 Reading Curriculum Overview

Year 3	Autumn	Spring	Summer
Core Text (Faster Reading)	Paddington – M. Bond The boy who grew dragons – A. Shepherd 	Fantastic Mr Fox – R. Dahl The Sheep Pig – D. King-Smith Butterfly Lion - M. Morpurgo 	Charlotte's Web – E.B. White Varjak Paw – SF. Said 
Additional Text Guided Reading	Sting of the Storm – S.T. Taylor Bill's New Frock – A. Fine The Wishkeeper's Apprentice by R. Chivers-Khoo The True Story of the Three Little Pigs - J. Scieszka	Stone Age Clash – P. Wilkinson Charlotte's web – E.B. White Charlie and the Chocolate Factory – R. Dahl Sir Gadabout - M. Beardsley	Ember Spark and the Thunder of Dragons – A. Elphinstone The Pinchers and the Diamond Heist – A. Sparring Voices in the Park – A. Brown
Decoding	Decode most new words outside of spoken vocabulary. Read longer words with support. Use the context of a sentence to read unfamiliar words. Self -correct consistently. Read simple chapter books independently and silently.		
Reading for pleasure	Read books that are structured in different ways and for a range of purposes. Choose appropriate texts with support. Demonstrate engagement with reading: reading for sustained periods of time, complete books, engaging actively in book discussion, respond to reading in a written form		
Fluency	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Read between 90 and 100 words per minute. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Read an age-appropriate text with increasing expression and intonation		
Language for Effect	Begin to identify how language, structure, and presentation contribute to meaning. Discuss word meanings, linking new meanings to those already known. Discuss words and phrases that capture the reader's interest and imagination. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		
Comprehension	Infer – draw inferences such as inferring characters feelings, thoughts and motives from their actions. Begin to justify their inferences using evidence from the text. Predict - make a plausible prediction about what might happen on the basis of what has been read so far Clarify – check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Question - ask increasingly relevant questions to improve their understanding of a text. Summarise – begin to summarise the main ideas drawn from a text Retrieve and record information from non-fiction with increasing independence. Give a brief verbal summary of a story. Make simple notes from one source of writing		
Themes and Conventions	Begin to identify how language, structure, and presentation contribute to meaning. Discuss word meanings, linking new meanings to those already known. Discuss words and phrases that capture the reader's interest and imagination. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action		

<u>Year 4</u>	Autumn	Spring	Summer
Core Text (Faster Reading)	Little Badman and the Invasion of the Killer Aunties – H. Arshad and H. White. The Legend of Podkin One Ear – K. Larwood 	The Miraculous Journey of Edward Tulane – K. DiCamillo The Lion, the Witch and the Wardrobe – C.S. Lewis 	Varjak Paw – S.F. Said 
Additional Text Guided Reading	The Lion, The Witch And The Wardrobe - C.S. Lewis The Girl Who Stole an Elephant – N. Farook Varmints – H. Ward	The Velveteen Rabbit – M. Williams An Awful End – P. Ardagh Bronte Tempestra and the Lightning Steeds – B. Hogan The Other Edie Trimmer – J. Wilson	The Firework-Maker’s Daughter – P. Pullman Podkin One-Ear – K. Larwood Danny Chung Does Not Do Maths – M. Chan
Decoding	Decode most new words outside of spoken vocabulary. Read longer words with support. Use the context of a sentence to read unfamiliar words. Self -correct consistently. Read simple chapter books independently and silently.		
Reading for pleasure	Read books that are structured in different ways and reading for a range of purposes. Choose appropriate texts with support. Demonstrate engagement with reading: reading for sustained periods of time, complete books, engaging actively in book discussion respond to reading in a written form		
Fluency	Read an age-appropriate text with good pace. Read between 100 and 110 words per minute. Read an age-appropriate text with increasing expression and intonation. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action		
Language for Effect	Identify how language, structure, and presentation contribute to meaning. Use dictionaries to check the meaning of words they have read. Discuss words and phrases that capture the readers interest and imagination. Discuss word meanings, linking new meanings to those already known.		
Comprehension	Infer - draw inferences such as inferring characters feelings, thoughts and motives from their actions. Begin to justify their inferences using evidence in the text, including referencing a specific reference point in the text Predict - use relevant prior knowledge as well as details from the text to form predictions and to justify them. Clarify – check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Question - ask relevant questions to improve their understanding of a text. Summarise - identify main ideas from more than one paragraph and summarise these. Retrieve and record information from non-fiction. Summarise whole paragraphs, chapters, or texts. Highlight key information and record it in bullet points, diagrams, maps etc		
Themes and Conventions	Identify themes and conventions in a wide range of books. Comment of the use of conventions in different types of writing. Recognise some different forms of poetry		

Year 5	Autumn	Spring	Summer
Core Text (Faster Reading)	The Boy in the Tower – P. Ho Yen The Hobbit – J.R.R. Tolkien 	The Explorer – K. Rundell The Jungle Book – R. Kipling 	Beowulf – M. Morpurgo Who Let the Gods Out? – M. Evans 
Additional Text Guided Reading	The Boy in the Dress – D. Walliams The Wind In The Willows – K. Grahame A Christmas Carol – C. Dickens	The Secret Garden – F. Hodgson Burnett Wonder – R.J. Palacio The Hobbit – J.R.R. Tolkien	The Jungle Book – R. Kipling The Explorer – K. Rundell Haroun and the Sea of Stories - S. Rushdie
Decoding	Use a range of reading strategies to work out any unfamiliar word		
Reading for pleasure	Read a broader range of texts including modern fiction, fiction from our literary heritage and books from other cultures and traditions. Demonstrate continuing engagement with reading: reading for sustained periods of time, complete a wider range of more challenging and lengthier books, engage actively in book discussions with and without adult support. Respond to reading in a written form, beginning to develop a critical stance		
Fluency	Read age-appropriate books with fluency, expression and intonation. Read between 110 and 120 words per minute Read age-appropriate books with confidence and fluency, including whole novels Prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience		
Language for Effect	Identify how language, structure, and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		
Comprehension	Infer – draw inferences such as inferring characters feelings, thoughts and motives from their actions. Justify inferences with evidence. Where appropriate, give one or two pieces of evidence to support the point they are making. Predict – what might happen from details stated and implied. Confirm and modify predictions as they read on Clarify – check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Distinguish between statements of fact and opinion Question – Ask questions to improve their understanding of a text Summarise – the main ideas drawn from one paragraph, page, chapter or the entire text. Identify key details that support the main ideas. Make connections between information across the text and include this is an answer. Retrieve, record and present key information from non-fiction.		

Themes and Conventions	Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Recommend books that they have read to their peers, giving reasons for their choices		
<u>Year 6</u>	Autumn	Spring	Summer
Core Text (Faster Reading)	Kensuke's Kingdom – M. Morpurgo Tyger – S.F. Said 	Holes – L. Sachar 	Wonder – R.J. Palacio Street Child – B. Doherty 
Additional Text Guided reading	Oliver Twist (abridged) – C. Dickens The Boy at the Back of the Class – O. Q. Raúf Phoenix - S.F. Said	A Spoonful of Murder – R. Stevens The House with Chicken Legs – S. Anderson The Nowhere Emporium – R. MacKenzie The Secret of Birds & Bones – K. Millwood-Hargrave Orion Lost by A. Chisholm War of The Worlds – H.G. Wells	The Last Wild – P. Torday The Graveyard – N. Gaiman The Goldfish Boy – L. Thompson
Decoding	Use a range of reading strategies to work out any unfamiliar word		
Reading for pleasure	Read a broader range of texts including modern fiction, fiction from our literary heritage and books from other cultures and traditions. Recommend books that they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading; reading for sustained periods of time; complete a wider range of more challenging and lengthier books; engage actively in book discussions with and without adult support. Respond to reading in a written form, beginning to develop a critical stance.		
Fluency	Read 130+ words per minute Read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience		
Language for Effect	Identify how language, structure, and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		
Comprehension	Infer - draw inferences such as inferring characters feelings, thoughts and motives from their actions. Justify inferences with evidence from different places within a text. Predict – what might happen from what is stated and implied. Support predictions by using relevant evidence from the text Clarify - check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Distinguish between statements of fact and opinion. Question – ask questions to improve their understanding of a text. Summarise - information from across a text and link information by analysing and evaluating ideas between sections of the text. Identify key details that support the main ideas. Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. Retrieve, record and present key information from non-fiction.		

Themes and
Conventions

Identify and discuss themes and conventions in and across a wide range of writing.

Make comparisons within and across books

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Provide reasoned justifications for opinions about a book