



Learn to Love & Love to Learn in readiness for life



Reading: To infinity and beyond

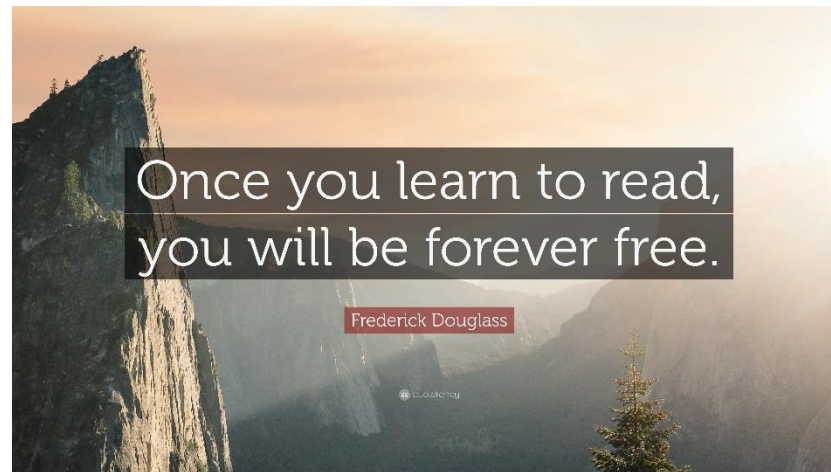
At St. Anne's we aim to empower all pupils, regardless of background or ability, to become fluent, confident readers. Reading is the key to unlocking knowledge; it is the path to future success. Once we learn to read, we can read to learn. Reading can take us beyond our everyday experiences to new ideas, different worlds, alternative cultures and other times.

From the moment pupils start our school, they are immersed in a text-rich curriculum and a language rich environment. Through the teaching of phonics, they are given the knowledge and skills they need to decode words and understand what they read. Our choice of high quality texts values pupils who our pupils are and where they come from, and also introduces them to cultural and social contexts beyond those they are familiar with. Through reading, pupils will expand their knowledge, their vocabulary and gain understanding of culture and the world around them. Our vision is that all children will develop a life-long love of reading. They will read confidently and competently for purpose and for pleasure. As skilled readers, they are ready for life! They can gain powerful knowledge in any area they choose and can go anywhere they wish to go - the sky is the limit!

"I like reading because it's a passport to countless adventures. No matter where you are it can transport you to a different world. Sometimes the world's magic, sometimes it's full of reality. You meet so many characters and personalities it's like a journey that never ends" - Millie Y6

Our aims (impact)...

- 1) Pupils will develop a lifelong appreciation and enjoyment of reading through...
 - Having opportunities to read, listen to and engage with a wide range of high quality texts
 - Being part of a 'Reading School' where reading is prioritised and highly valued
 - Being challenged as a reader to improve their skills and expand their horizons
 - Meeting authors and other visitors, such as theatre companies, who support our school to make reading come alive
- 2) Learn to read fluently and confidently with understanding at an age appropriate level through developing...
 - Phonic knowledge
 - Reading fluency
 - Word knowledge
- 3) Read widely to gain knowledge and vocabulary across a range of subjects.
- 4) Develop a suitable technical vocabulary through which to understand, evaluate and discuss what they have read.





St. Anne's Reading Curriculum EYFS -Nursery



Super 7 for Shared Reading And Writing

(Teaching of Reading and Writing in Addition to the RWI sessions and Talk Through Stories)

(blue text links to equality and diversity)

<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...	<u>Term 2</u> Texts to take us beyond our own experience...	<u>Term 3</u> Texts to take us beyond our familiar cultures...
Dear Zoo Goldilocks and the Three Bears <i>The Family Book</i>	We're going on a Bear Hunt Oi Get off our Train	<i>Handa's Surprise</i> <i>You be You</i>

Fantastic 5 for Songs/Rhymes

(To be repeated across the year at regular intervals and children to be very familiar with these texts by the end of the year)

1. Incy Wincy Spider
2. Row, Row, Row your boat
3. 10 Little Fingers, 10 Little Toes
4. The Grand Old Duke of York
5. If You're Happy and You Know it Clap Your Hands

Knowledge and Skills covered - EYFS Framework

Birth - 3 years	3-4 years
<p><u>Some pupils may still be consolidating these objectives:</u></p> <ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: • - print has meaning • - print can have different purposes • - we read English text from left to right and from top to bottom • - the names of the different parts of a book • - page sequencing • Develop their phonological awareness, so that they can: • - spot and suggest rhymes

- Pay attention and responds to the pictures or the words.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

- - count or clap syllables in a word
- - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Letters and Sound Phonics and Read Write Inc.

Begin Fred talk games

*Fred talk games
Introduce RWI letter cards (picture side) - Set 1
Letters and Sounds Phase 1
Rhyme and Alliteration*



St. Anne's Reading Curriculum EYFS - Reception



Super 6 for Shared Reading And Writing

(Teaching of Reading and Writing in Addition to the RWI sessions and Talk through Stories)

(blue text links to equality and diversity)

<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...	<u>Term 2</u> Texts to take us beyond our own experience...	<u>Term 3</u> Texts to take us beyond our familiar cultures...
The Tiger who Came to Tea	Whatever Next	Rainbow Fish
The 3 pigs (and alternative)	Aliens love Underpants	Ruby's Worry

Fantastic 5 for Songs/Rhymes

(To be repeated across the year at regular intervals and children to be very familiar with these texts by the end of the year)

1. Heads, Shoulders, Knees and Toes
2. London's Burning
3. The Farmer's in His Den
4. There was a Princess Long Ago
5. 10 Green Bottles

Read Write Inc. Knowledge and Skills Covered

Set 1 Sounds and Blending	Ditties	Red	Green/ Purple
<p><u>Set 1 Speed Sound Lesson</u> <u>Group A</u></p> <ul style="list-style-type: none"> • Teach Set 1 Sounds • Teach Word Time 1.1- 1.3 words - learning to blend • Spell using Fred Fingers • Fred Talk. 	<p><u>Ditty Speed Sound Lesson</u> •</p> <p>Teach Set 1 Special Friends</p> <ul style="list-style-type: none"> • Teach Word Time 1.5-1.6 	<ul style="list-style-type: none"> • Quickly review Set 1 Sounds (reading) • Teach Word Time 1.6-1.7 (4 and 5 sound words) • 	<ul style="list-style-type: none"> • Teach Set 2 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 Phonics Green Words • Nonsense words • Spell using Fred Fingers

<ul style="list-style-type: none"> • Read most Set 1 single-letter sounds. 			<ul style="list-style-type: none"> • Review Word Time 1.1-1.4 • Nonsense words (3 sound words) • Spell using Fred Fingers. • Read all Set 1 Sounds speedily, including Special Friends • Read Word Time 1.6 words with Fred Talk • Read 3 sound nonsense words with Fred Talk. 	<p>Review Word Time 1.1-1.5</p> <ul style="list-style-type: none"> • Nonsense words (3 and 4 sound words) • Spell using Fred fingers. • Read Word Time 1.6-1.7 (4 and 5 sounds) Phonics Green Words with Fred Talk • Read 3 and 4 sounds nonsense words with Fred Talk. 	<ul style="list-style-type: none"> • Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read Word Time 1.6 and 1.7 speedily 	
<p>m, a, s, d, t</p> <p>Word time 1.1</p>	<p>m, a, s, d, t, i, n, g, o</p> <p>Word time 1.2</p>	<p>m, a, s, d, t, i, n, g, o, c, k, u, b</p> <p>Word time 1.3</p>	<p>at mat mad sad dad sat</p> <p>in on it an and pin pat got dog sit tip pan gap dig top</p> <p>bed met get bin cat cot can kit mud up cup bad</p>	<p>Set 2 Sounds</p> <p>ay ee igh ow oo oo (u) ar or air ir ou oy</p>		
<p><u>Group B</u></p> <ul style="list-style-type: none"> • Teach gaps in Set 1 single-letter sounds • Teach Word Time 1.1- 1.4 - learning to blend • Spell using Fred Fingers • Fred Talk. • Read most Set 1 single-letter sounds • Blend sounds into words orally. 					<p>Ay</p> <p>spray play day way may say</p>	<p>Ee</p> <p>see three been green seen sleep</p>
					<p>Igh</p> <p>high light night bright fright might</p>	<p>Ow</p> <p>blow snow slow know flow glow</p>
					<p>Oo</p> <p>too zoo mood pool stool moon spoon</p>	<p>oo (u)</p> <p>took look shook cook foot book</p>
<p>m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh</p> <p>Word time 1.4</p>					<p>m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh,</p>	<p>m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r,</p>

	ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk Word time 1.6	j, v, y, w, th, z, ch, qu, x, ng, nk Word time 1.7		
fan fun fat lip log let had hit hen ship shop fish	thin thick this zag zip chin chop chat quiz fox box fix six sing bang thing wing	bell well huff mess think blob brat drip send dress frog gran stamp strop stand ticket robin		
<u>Group C</u> • Teach gaps in Set 1 single-letter sounds • Teach Word Time 1.1-1.5 - learning to blend / blending independently • Spell using Fred Fingers • Fred Talk. • Read all Set 1 single-letter sounds speedily • Read Word Time 1.1-1.5 words				
m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w Word time 1.5				
red run rat jog jet jam vet yap yes yet yum web win wish wet sock				

EYFS Framework Knowledge and Skills Covered

3-4 years

Reception

Some pupils may still be consolidating these objectives:

- Understand the five key concepts about print:
- - print has meaning
- - print can have different purposes
- - we read English text from left to right and from top to bottom

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.

<ul style="list-style-type: none"> - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
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Early Learning Goal - Comprehension	Early Learning Goal - Word Reading	Early Learning Goal - Writing
<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.



St. Anne's Reading Curriculum - Year 1



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Stories with repetitive phrases Traditional tales	Labels/Captions/Lists Recount	Simple narrative	Instructions Simple Report	Stories from other cultures	Instructions Recount
<u>Poetry Week</u>		<u>Poetry Week</u>		<u>Poetry Week</u>	
Starlight Starbright - Traditional		A little seed		Caribbean Playground Song - James Berry	
FANTASTIC 5 The Train Ride - June Crebbin The Queen's Hat - Steve Antony Ginger Bread Man Little Red Riding Hood Last Stop on Market Street - Matt de la Pena		FANTASTIC 5 Man on the Moon (A day in the life of Bob) - Simon Bartaram The Way Back Home - Oliver Jeffers Beegu - Alexis Deacon Bog Baby - Jeanne Willis Bears don't Read - Emma Chichester Clark		FANTASTIC 5 The Highway Rat Snail and the Whale Zog and the Flying Doctors The Magic Paintbrush Quill Soup	
<u>Cla</u>					
<u>Key Grammatical Vocabulary</u>					
letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark					
<u>Knowledge and skills covered</u>					
<u>Word Reading Y1 End Points</u> Apply phonic knowledge and skills as the route to decode words. <ul style="list-style-type: none"> Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 					

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read many common exception words from (English appendix 1)
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words
- Re-read phonically decodable books to build up fluency and confidence in word reading

Purple	Pink	Orange	Yellow				Blue
<ul style="list-style-type: none"> • Teach Set 2 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 Phonics Green Words • Nonsense words • Spell using Fred Fingers • Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily • Read these sounds in Phonics Green and 	<ul style="list-style-type: none"> • Teach remaining Set 2 Sounds and corresponding Phonics Green Words (ar or air ir ou oy) • Once confident, teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 Phonics Green Words • Nonsense words • Spell using Fred Fingers • Read the last six Set 2 Sounds (ar, or, air, ir, ou, oy) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk 	<ul style="list-style-type: none"> Set 3 Speed Sound Lesson • Teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words • Spell using Fred Fingers. Read first five Set 3 Sounds (a-e, ea, i-e, o-e, ue) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read a passage at 60-70 words per minute, attempting intonation. 	<ul style="list-style-type: none"> Set 3 Speed Sound Lesson • Teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers. Read first five Set 3 Sounds (a-e, ea, i-e, o-e, ue) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read a passage at 60-70 words per minute, attempting intonation. 				<ul style="list-style-type: none"> Set 3 Speed Sound Lesson • Teach/review Set 3 Sounds and corresponding Phonics Green Words • Review Set 1, Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers, support correct grapheme choices.
			ea	oi	ae	ie	
			tea clean dream seat scream please	join coin choice voice noise	cake make bake name same late date	line rice smile wide hide like mine	
			oe	ue	Aw	Are	

high light night bright fright might	blow snow slow know flow glow	fair stair hair lair chair	girl bird third whirl twirl dirt				
Oo	oo (u)	Ou	Oy				
too zoo mood pool stool moon spoon	took look shook cook foot book	out shout loud mouth round found	toy boy enjoy joy loyal				
		Set 3 Sounds ea oi ae ie oe ue aw are ur er ow ai oa ew ire ear ure tion tious/cious					

Comprehension Y1 End Points

- Read age-appropriate books with some fluency (show some awareness for punctuation when reading)
- Skimming and scanning (You Choose)
- Find and Point to... (visuals/words)
- Teaching pupils to infer/ justify their answers through scaffolded / modelled answer stems using both pictures and texts (I think ___ because)
- Beginning to develop an understanding for true/ false through a variety of questions (within English and across the curriculum)
- Beginning to sequence events through modelled responses
- Guided retrieval activities using question stems from the KSI curriculum
- Pupils begin to develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.
- Pupils apply their knowledge of taught phonic skills in shared and independent reading.



St. Anne's Reading Curriculum -Year 2



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Retelling traditional tales/ Fairy Tales	Recount Explanations	Adventure Narrative	Report Instructions	Diary Narrative	Letter Explanations
Poetry Week		Poetry Week		Poetry Week	
Bubbles - James Carter		Hurt no living things - Christiana Rosetti		Revolting Rhymes- Roald Dahl	
FANTASTIC 5 Goldilocks and Just the One Bear - Leigh Hodgkinson Dog Loves Fairrytales - Louise Yates Pretty Biscuit Bear - Mini Grey Mr Wolf's Pancakes - Jane Fearnley Just Because - Rebecca Elliot		FANTASTIC 5 George and the Dragon - Christopher Wormell Stardust - Jeanne Willis Toys in Space - Mini Grey The Disgusting Sandwich The Day the Crayons Quit - Oliver Jeffers		FANTASTIC 5 My Name is not Refugee- Kate Milner Lila and the Secret of Rain- David Conway Meerkat Mail- Emily Gravett Letters from Africa - UCLAN Amazing Grace - Mary Hoffman	
Longer Class Reader: The Owl who was Afraid of the Dark - Jill Tomlinson		Longer Class Reader: The Hodgeheg - Dick King Smith		Longer Class Reader: The Owl who was Afraid of the Dark	
Choice of class texts (blue text links to equality and diversity)					
<u>Jane Considine Resources</u> The Marvellous Fluffy Squishy Itty Bitty - Beatrice Alemagna A Crow's Tale - Naomi Howarth Little Red Riding Hood - Lucy Rowland		<u>Jane Considine Resources</u> George and the Dragon- Christopher Wormell The Building Boy - Ross Montgomery Stardust- Jeanne Willis Non-Chron Report - Pirates		<u>Stories from other cultures:</u> <u>Jane Considine Resources</u> Non-Chron Report - Big Cats <u>Other Texts</u> Amazing Grace - Mary Hoffman	

<p>The Owl Who Was Afraid of the Dark - Jill Tomlinson</p> <p><u>Other Texts</u></p> <p>The Great Big Book of Families - Mary Hoffman and Ros Asquith</p> <p>Just Because- Rebecca Elliot</p> <p>Goldilocks and Just the One Bear - Leigh Hodgkinson</p> <p>Mr Wolf's Pancakes - Jan Fearnley</p> <p>Dog Loves Fairytales - Louise Yates</p> <p>Pretty -</p> <p>Who's Afraid of the Big Bad Book - Lauren Child</p> <p>Biscuit Bear - Mini Grey</p> <p>The Three Little Wolves and the Big Bad Pig - Eugène Ionesco</p> <p>Longer text:</p> <p>Flat Stanley- Jeff Brown</p>	<p><u>Other Texts</u></p> <p>The First Slodge - Jeanne Willis</p> <p>The Odd Egg- Emily Gravett</p> <p>Blown Away - Rob Biddulph</p> <p>Traction Man - Mini Grey</p> <p>Toys in Space - Mini Grey</p> <p>The Disgusting Sandwich-</p> <p>The Story Machine - Tom McLaughlin</p> <p>Journey</p> <p>Tuesday</p> <p>The Boy Who Climbed Into the Moon - David Almond</p> <p>The Day the Crayons Quit - Oliver Jeffers</p> <p>Longer text:</p> <p>The Hodgeheg- Dick King-Smith</p>	<p>My Name is not Refugee- Kate Milner</p> <p>Lila and the Secret of Rain- David Conway</p> <p>Meerkat Mail- Emily Gravett</p> <p>Letters from Africa - UCLAN</p> <p>Author focus: Roald Dahl</p> <p>The Twits</p> <p>Fantastic Mr Fox</p> <p>The Giraffe, the Pelly and Me</p> <p>The Magic Finger</p>
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Guided Reading Text Choices

<p>To support fluency and phonic skills:</p> <p>RWI Grey Band non-fiction</p> <p>Phonically decodable richer reading texts at the correct level</p> <p>To support comprehension:</p> <p>Language and Literacy</p> <p>More challenging Y2 texts:</p> <p>The Owl Who was Afraid of the Dark (B)</p> <p>Flat Stanley (B)</p> <p>Marge in Charge (C)</p> <p>Usborne Atlas of Britain and Ireland</p>	<p>To support fluency and phonic skills for those on RWI programme:</p> <p>Texts linked to RWI sessions</p> <p>Phonically decodable richer reading texts at the correct level</p> <p>Shorter Y2 texts:</p> <p>Selection of short excerpts (fiction and non-fiction) to support comprehension - developed by Maddie Barnes</p> <p>More challenging Y2 texts:</p> <p>Fantastic Mr Fox (B)</p>	<p>To support fluency and phonic skills for those on RWI programme:</p> <p>Texts linked to RWI sessions</p> <p>Phonically decodable richer reading texts at the correct level</p> <p>Shorter Y2 texts:</p> <p>Phonically decodable richer reading texts at the correct level. Guided reading scheme sets.</p> <p>Longer Y2 texts:</p> <p>Letters from Africa</p> <p>More challenging Y2 texts:</p> <p>The Giraffe, the Pelly and Me (B)</p>
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A Planet Full of Plastic: and how you can help (instructions).

Fantastic Mr Fox(B)
The Twits (B)
The Legend of Spud Murphy (B)
National Geographic: Ocean Animals (B)
Amelia Earhart: Little People Big Dreams (C)

Key Grammatical Vocabulary

noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix ,
adverb
tense (past, present) , apostrophe, comma

Knowledge and Skills Covered

RWI Grey

Set 3 Speed
Sound Lesson
• Review Set 1,
Set 2 and Set
3 Sounds and
corresponding
Phonics Green
Words
• Nonsense
Words
• Spell using
Fred Fingers,
support correct
grapheme
choices
• Read all Set
3 Sounds in
nonsense
words with
Fred Talk •
Read

Word Reading Y2 Endpoints:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes
- Recognise alternative sounds for graphemes
- Read accurately words of two or more syllables that contain graphemes taught so far
- Read words containing common suffixes
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding
- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading

multisyllabic
Phonics Green
Words speedily
• Read a
passage at
80-90+ words
per minute with
intonation that
shows
comprehension.

Comprehension Y2 End Points:

- Maintain fluency whilst reading age-appropriate books at speed (showing awareness of the function of punctuation when reading, some intonation)
- 'Find and point' skimming and scanning is developed to 'Find and Copy' where children can identify writer's choice of language demonstrating an understanding of writer/ reader relationship. (through pictures and texts)
- Pupils develop their skills to infer/ justify their opinion as the texts presented display more complex plots.
- Pupils develop retrieval skills where questions increase in difficulty (word substitutions)
- Over the academic year, pupils independently summarise the general gist of what they are reading in various forms.
- Pupils develop stamina and resilience (persevere with all texts) reading longer age-appropriate texts with fluency.
- Pupils display and demonstrate (verbally first and later in a written form) a greater understanding of inference
- Pupils develop a deeper understanding of a wider range of vocabulary.

Pupils begin to understand how texts are presented and can follow the text (sub headings, title, captions)



St. Anne's Reading Curriculum - Year 3



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Traditional Tales - Fables/ Fairy Tales	Recount Instructions	Narrative - adventure First person narrative	Explanations Report	Narrative Diary	Persuasion Informal letter
<u>Poetry Week</u>		<u>Poetry Week</u>		<u>Poetry Week</u>	
Alligator Problem - Michael Rosen		Our Flat - Michael Rosen		Seeker - Rachel Rooney	
<u>Choice of class texts</u> <i>(blue text links to equality and diversity)</i>					
<u>Jane Considine Resources</u> Star in the Jar - Sam Hay The Happy Prince - Jane Ray Pea and the Princess-Lauren Child The True Story of the Three Little Pigs -Jon Scieszka <u>Other Texts</u> Oliver - Birgitta Sif This is Our House - Michael Rosen Adventures of the Dish and the Spoon - Mini Grey Inside the Villains - Clotilde Perrin Aesop's Fables The Ant and the Grasshopper After the Fall - Dan Santat <u>Longer Text</u> Kid Normal (Greg James, Chris Smith) Dog Man - Dave Pilkey		<u>Jane Considine Resources</u> The Incredible Book Eating Boy - Oliver Jeffers The Secret of Black Rock - Joe Todd-Stanton Stone Age Boy- Satoshi Kitamura Street Beneath My Feet - Non Fiction <u>Other Texts</u> Two Monster - David McKee The Hueys in the New Jumper - Oliver Jeffers The Tin Forest - Helen Ward The Secret of Black Rock - Joe Todd Stanton Escape from Pompeii - Christiana Ballit The Thing - Simon Puttock Ocean Meets Sky - Eric & Terry Fan Freefall - David Weisner Mr Bunny's Chocolate Factory - Elys Dolan A Midsummer Night's Dream - Shakespeare		<u>Jane Considine Resources</u> Flood - Alvaro F Villa Holiday Brochure- Non Fiction <u>Other Texts</u> Jamal's Journey- Michael Foreman Azzi in Between- Sarah Garland The Proudest Blue - Ibtihaj Muhammed <u>Longer Texts</u> The First Charlie Small Adventure - Gorilla City The Number 1 Car Spotter - Atinuke	

<p>Aesop's Fables - Michael Morpurgo</p>	<p>Larger Text The Iron Man (Ted Hughes) - Jane Considine Y4 Plan The Abominables - Eva Ibbotson</p>	
<p>Guided Reading Text Choices</p>		
<p>Developing Readers: Texts linked to RWI sessions Phonically decodable richer reading texts at the correct level</p> <p>Shorter Y3 texts: Phonically decodable richer reading texts at the correct level. Guided reading scheme sets. Excerpts from Illustrated Stories from Aesop - Usborne (B) non-fiction instructions (linked to DT and science).</p> <p>Larger Y3 texts: George's Marvellous Medicine - Roald Dahl (B) The Owl who was afraid of the dark - Jill Tomlinson National Geographic: Rocks and Minerals (B)</p> <p>More Challenging Y3 Texts: Claude in the City (C) Aesop's Fables - Michael Morpurgo (C)</p>	<p>Developing Readers: Texts linked to RWI sessions Phonically decodable richer reading texts at the correct level</p> <p>Shorter Y3 texts: Phonically decodable richer reading texts at the correct level. Guided reading scheme sets. Non-fiction linked to other curriculum areas</p> <p>Larger Y3 texts: Shifty McGifty and Slippery Sam (B) The Dragonsitter (B) UG: Boy Genius of the Stone Age (B) Stone Age non-fiction text</p> <p>More Challenging Texts: Fortunately the Milk (C) I Was a Rat (C)</p>	<p>Developing Readers: Texts linked to RWI sessions Phonically decodable richer reading texts at the correct level</p> <p>Larger texts for developing readers texts: Goal - Mina Jawaherbin (A) Dog Man - Dav Pilkey (A) Dog Man - Fetch 22 (Pre A)</p> <p>Shorter Y3 texts: Phonically decodable richer reading texts at the correct level. Guided reading scheme sets. Non-fiction linked to other curriculum areas</p> <p>Larger Y3 texts: Africa: Amazing Africa - Atinuke Gregory Cool - Caroline Binch The Number 1 Car Spotter - Atinuke (B)</p> <p>More Challenging Y3 texts: Stories from the Silk Road - Cherry Gilchrist (D) The Diary of a Killer Cat- Anne Fine (C)</p>
<p>Key Grammatical Vocabulary</p>		
<p>determiner, pronoun, possessive pronoun, adverbial</p>		

Knowledge and Skills Covered

Word Reading Y3 end points:

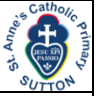
- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).

Comprehension Y3 endpoints

- Read age-appropriate books fluently and accurately using intonation
- Pupils show stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.
- Over the academic year, pupils develop a more controlled skill of summarising the gist of what they have read (verbally and in the written form).
- As the demand of text increases, pupils are challenged to discuss the meaning of words within texts.
- Teachers scaffold frames to support pupils to find evidence to support their points (using Impression/ Evidence through PE, PE)
- Pupils develop a stronger understanding of the need to be precise with their answers.
- Pupils are encouraged and guided to compare what they have read to previous texts and justify these similarities and differences.
- Pupils further develop their understanding of true and false and display this across the curriculum.
- Texts chosen support pupils to further develop prediction skills (based on what is stated/implied)
- Pupils further develop their understanding of the writer/ reader relationship and this begins to show in their own writing
- Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen.
- Pupils develop an understanding of how texts are presented and can follow the text (sub headings, title, captions)



St. Anne's Reading Curriculum - Year 4



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Narrative Narrative - Quest	Instructions Persuasion	Narrative - Myths Narrative - Fantasy	Report	Narrative Playscript	Explanation Formal letter
Poetry Week		Poetry Week		Poetry Week	
Please Do Not Feed the Animals - Robert Hull		The Slithermondchowchuck - Aoife Mannix		Bush Fire - Jackie Kay	
<u>Choice of class texts</u> <i>(blue text links to equality and diversity)</i>					
<u>Jane Considine Resources</u> Bike Boy - Jane Considine Aladdin and the Enchanted Lamp - Philip Pullman Float- Daniel Miyares Journey - Aaron Becker Charlie and the Chocolate Factory - Roald Dahl <u>Other Texts</u> The Wolf's Story - Toby Forward Voices in the Park - Anthony Browne Blackberry Blue - Jamila Gavin Dogs Don't Do Ballet - Anna Kemp, Sarah Ogilvie The Coal Thief - Alane Adams I Go Quiet - David Ollimet		<u>Jane Considine Resources</u> Theseus and the Minotaur - Hugh Lupton Wolves in the Walls - Neil Gaiman The Great Choco-Plot - Chris Callaghan The Lost thing - Shaun Tan The Whale- Ethan and Vita Murrow <u>The Flower- John Light</u> <u>Other Texts</u> Coraline - Neil Gaiman The Lost Happy Endings - Carol Ann Duffy <u>The Way Back Home - Oliver Jeffers</u> Red: A Crayon's Story - Michael Hall Leon and the Place Between - Angel McAllister The Iron Man (C)		<u>Jane Considine Resources</u> The Plague - Playscript Persuasive Letter <u>Other Texts</u> The Whistling Monster - Stories from around the World - Jamila Gavin Greta and the Giants - Zoe Tucker The Lost book of Adventure <u>Longer texts:</u> Oranges in No-Mans Land- Elizabeth Laird World's Worst Children - David Walliams	

<p><u>Longer texts:</u> Bill's New Frock - Anne Fine Beowulf - Michael Morpurgo</p>	<p><u>Longer texts:</u> Fortunately the Milk - Neil Gaiman How to Train your Dragon - Cressida Cowell</p>	
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Guided Reading Text Choices

<p>Developing Readers: <i>Texts</i> linked to RWI sessions Phonically decodable richer reading texts at the correct level</p> <p>Shorter Y4 texts: Phonically decodable richer reading texts at the correct level. Guided reading scheme sets. Short excerpts from non-fiction to link to curriculum areas. Short excerpts from Y4 Classic Texts</p> <p>Longer Y4 Texts: Bill's New Frock (C) Charlotte's Web (C) The Accidental Prime-Minister (C) Beetle Boy (C)</p> <p>Atlas of Adventures: Rachel Williams Barfoot Books World Atlas: Nick Crane</p> <p>More Challenging Y4 Texts: Charlie and The Chocolate Factory (D)</p>	<p>Developing Readers: <i>Texts</i> linked to RWI sessions Phonically decodable richer reading texts at the correct level</p> <p>Shorter Y4 Texts: Phonically decodable richer reading texts at the correct level. Guided reading scheme sets. Short excerpts from non-fiction to link to curriculum areas.</p> <p>Longer Y4 Texts: Fabio: The case of the missing Hippo (C) Toto the Ninja Cat (C) Spy Toys (C) Emil and the Detectives (C)</p> <p>More challenging Y4 texts How to Train your Dragon (E) Wizard's of Once (E) Pugs of the Frozen North (E)</p>	<p>Developing Readers: <i>Texts</i> linked to RWI sessions Phonically decodable richer reading texts at the correct level Ice Monster - David Walliams (B)</p> <p>Shorter Y4 Texts: Phonically decodable richer reading texts at the correct level. Guided reading scheme sets. Short excerpts from non-fiction to link to curriculum areas.</p> <p>Longer Y4 Texts: Select from David Walliams books (Level C) Oranges in No Man's Land (C) Little People Big Dreams: Greta Thunberg</p> <p>More Challenging Y4 Texts: Perry Angel's Suitcase - Glenda Millard (E) Why the Whale's Came: Michael Morpurgo (E)</p>
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Key Grammatical Vocabulary

determiner, pronoun, possessive pronoun, adverbial

Knowledge and Skills Covered

Word Reading Y4 End Points:

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)
- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)

Comprehension Y4 End Points

- Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)
- Pupils apply a more controlled skill of summarising the gist of what they have read (verbally and in the written form).
- As the demand of text increases, pupils are challenged to discuss the meaning of words within texts.
- Pupils are able to find evidence to support their points (using Impression/ Evidence through PE, PE)
- Pupils' answers precision.
- Pupils are able to compare what they have read to previous texts and justify these similarities and differences.
- Pupils apply an understanding of true and false and display this across the curriculum.
- Texts chosen support pupils to further develop prediction skills (based on what is stated/ implied)
- Pupils' writing displays an understanding of the writer/ reader relationship
- Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen
- Pupils begin to compare and contrast the content of a text and can track characters throughout.
- Pupils understand how texts are organised and can discuss features of texts with confidence.



St. Anne's Reading Curriculum - Year 5



Term 1 Texts to reflect our own experiences and familiar cultures...		Term 2 Texts to take us beyond our own experience...		Term 3 Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Narrative to build atmosphere	Explanation Recount	Narrative from different perspectives Mystery/ suspense.	Instructions Persuasion - Letter	Narrative Diary Playscript	Biography Discussion - Balanced Argument
Poetry Week		Poetry Week		Poetry Week	
Autumn Gilt - Valerie Bloom		The Jabberwocky - Lewis Carroll		The Tyger - William Blake	
Choice of class texts <i>(blue text links to equality and diversity)</i>					
<u>Farther Jane Considine Resources</u> Cosmic - Frank Cottrell Boyce Diary - Scott of the Antarctic Emperor Penguins - Information The Highwayman - Alfred Noyes Computer Dad - Jane Considine <u>Other Texts</u> Farther - Graeme Baker-Smith The River - Alessandro Sanna Faery Tales - Carol Ann Duffy How to Heal a Broken Wing - Bob Graham The Artist who Painted a Blue Horse - Eric Carle <u>Longer Texts</u> Cosmic - Frank Cottrell Boyce Boy at the Back of the Class		<u>Jane Considine Resources</u> Gorilla- Anthony Browne The Nowhere Emporium - Ross Plastic Pollution - Information The Explorers - Katherine Rundell Varmints - Helen Ward and Marc Craste <u>Other Texts</u> How to Live Forever - Colin Thompson Danger is Everywhere: A handbook for avoiding Danger - David O'Doherty Romeo & Juliet - Graphic Novel <u>Longer Texts</u> The Nowhere Emporium - Ross Floodland - Marcus Sedgewick The Explorers - Katherine Rundell		<u>Jane Considine Resources</u> Biography - Hatshepsut Egypt Balanced Argument - Screen Use Rose Blanche - Christoph Gallaz, Roberto Innocenti I Believe in Unicorns - Michael Morpurgo The Journey - Francesca Sanna <u>Other Texts</u> The Man Who Walked Between the Towers - Mordecai Gerstein Way Home - Libby Hathorn Nelson Mandela - Long Walk to Freedom Where the Poppies Grow - Hillary Robinson, Martin Impey <u>Longer Texts</u> No Ballet Shoes in Syria Rebound - Kwame Alexander	
Guided Reading Text Choices					

Developing Readers:

Phonically decodable richer reading texts at the correct level - Guided Reading Sets
Sputnik's Guide to Life on Earth - Frank Cottrell Boyce (B)

Shorter Y5 Texts:

Short excerpts from Y5 Classic Texts
Short excerpts from non-fiction to link to curriculum areas.

Longer Y5 Texts:

Tom's Midnight Garden: Phillipa Pearce (D)
H.O.U.S.E - Gekko Press

More Challenging Y5 Texts:

Boy at the Back of the Class (E)

Developing Readers:

Phonically decodable richer reading texts at the correct level - Guided Reading Sets
Floodland - Marcus Sedgewick (B)
Wolf Brother - Michelle Paver (C)

Shorter Y5 Texts:

Short excerpts from non-fiction to link to curriculum areas.

Longer Y5 Texts:

Count Karlstein: Phillip Pulman (D)
Danger is Everywhere: A handbook for avoiding Danger - David O'Doherty (link to instruction writing)
Howl's Moving Castle: Diana Wyn Jones (D)
Romeo and Juliet - A Graphic Novel

More Challenging Y5 Texts:

Jamie Drake Equation (F)

Developing Readers:

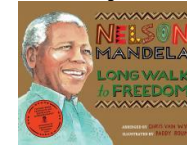
Phonically decodable richer reading texts at the correct level - Guided Reading Sets
Rebound - Kwame Alexander (C)
Booked - Kwame Alexander (B/C)

Shorter Y5 Texts:

Short excerpts from non-fiction to link to curriculum areas.

Longer Texts:

Nelson Mandela: Long walk to Freedom (D)



No Ballet Shoes in Syria: Katherine Bruton
Creaturepaedia - Adrienne Barman

More challenging text:

Fantastic Beasts and Where to find them - J.K. Rowling (F+)

Key Grammatical Vocabulary

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Knowledge and Skills Covered

Word Reading Y5 End Points

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling

Comprehension Y5 End Points

- Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)
- Pupils' verbal and written responses to questions display precision and an awareness of understanding the expectations of the question.
- Pupils can discuss the difference between fact and opinion across a range of texts (including the wider curriculum)

- Pupils can summarise with ease across more than one paragraph and can express their opinion of what they have read (with reference to the text where appropriate)
- Pupils can apply their retrieval skills across a wide range of age-appropriate children's literature.
- Pupils select evidence from the text with ease and precision when justifying their opinions.
- Pupils are confident when verbally challenging each other discussing themes that emerge from high-quality texts.
- Pupils understand how more demanding texts are organised and can discuss features of texts with confidence.



St. Anne's Reading Curriculum - Year 6



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Narrative Diary Entry	Non-Chronological Report Newspaper Report	Suspense and Mystery Adventure	Biography Report	Short stories with atmosphere	Speech - Persuasion Discussion- Balanced argument
<u>Poetry Week</u>		<u>Poetry Week</u>		<u>Poetry Week</u>	
Comet - Kate Wakeling		Song of the Witches from Macbeth - William Shakespeare		Windrush Child - John Agard	
<u>Choice of class texts</u> (blue text links to equality and diversity)					
<u>Jane Considine Resources</u> Hansel and Gretel - Neil Gaiman Letter to Scrooge - Christmal Carol Goldilocks - Newspaper <u>Other Texts</u> The Princess Blankets - Carol Ann Duffy The Sleeper and the Spindle - Carol Ann Duffy My Princess Boy - Cheryl Kilodavis Shackleton's Journey <u>Longer Texts</u> Holes - Louis Sacchar (C) Wonder - R J Palacio (D)		<u>Jane Considine Resources</u> A Monster Calls - Patrick Ness Mars Transmission - Non-fiction Journal Thornhill - Pam Smy <u>Other Texts</u> The Viewer - Gary Crew The Island- Armin Greder <u>Longer Texts</u> Skellig - David Almond (B) Macbeth - Shakespeare A Monster Calls - Patrick Ness (C) The Rooftoppers - Katherine Rundell		<u>Jane Considine Resources</u> Kick - Persuasive Letter The Firework Maker's Daughter - Phillip Pullman Greta- Speech Anglo Saxon Boy - Speech Letters from the Lighthouse - Emma Carroll <u>Picture Books</u> Cicada- Shaun Tann The Arrival- Shaun Tann Dreams of Freedom - Amnesty International <u>Longer Texts</u> I Am Malala - Malala Yousefazi Kick - Mitch Johnson Letters from the Lighthouse - Emma Carroll	
<u>Guided Reading Text Choices</u>					
<u>Developing Readers:</u> Phonically decodable richer reading texts at the correct level - Guided Reading Sets		<u>Developing Readers:</u>		<u>Developing Readers:</u> Phonically decodable richer reading texts at the correct level - Guided Reading Sets	

<p>Holes (C) There's a Boy in the Girl's Bathroom (C)</p> <p>Shorter Y6 texts: National Geographic article - Rainforest / Climate Change The Wonder Garden - Kristjana Williams</p> <p>Longer Y6 texts: Wonder (D) Journey to the River Sea (E)</p> <p>More challenging Y6 texts: The Egyptian Echo - Paul Downsweil (F) Shackleton's Journey (F+)</p>	<p>Phonically decodable richer reading texts at the correct level - Guided Reading Sets Girl of Ink and Stars - Kiran Millward Hardgrave (C) Skellig (B)</p> <p>Shorter Y6 texts: Short excerpts from non-fiction to link to curriculum areas. Curiosity - the story of a Mars Rover - Markus Motum (E)</p> <p>Longer Y6 texts: Clockwork: all wound up - Philip Pullman (E) The Graveyard Book - Neil Gaiman (D) Stormkeepers Island- Catherine Doyle (D)</p> <p>More challenging Y6 texts The Polar Bear Explorers Club - Alex Bell (F)</p>	<p>Warhorse (B) Kick- Mitch Johnson (C) Letters from a Lighthouse (C)</p> <p>Shorter Y6 texts: Short excerpts from non-fiction to link to curriculum areas. The Diary of Anne Frank (Excerpts) (F)</p> <p>Longer Y6 texts: I am Malala (D)</p> <p>More challenging Y6 text: The Boy in the Striped Pyjamas - John Boyne (F)</p>
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Key Grammatical Vocabulary

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Knowledge and Skills Covered

- Word Reading Y6 End Points
- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling
- Comprehension Y6 End Points
- Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)
 - Pupils in year 6 apply what they have learned to more complex writing - specifically texts that they may not ordinarily choose to read.
 - Texts chosen deliberately generate more 'meaty' discussions where pupils can debate contemporary issues.
 - Pupils demonstrate independence when researching - showing a real understanding of reading.

- Pupils demonstrate retrieval skills across the curriculum at the same standard as in English sessions.
- Pupils compare and contrast characters, settings and themes in a verbal and written form with conscious control over their responses.
- Pupils support their reading responses with an understanding for the technical terms that an author uses. In turn, children can use what they have read in their writing.
- Pupils select evidence with ease to justify their opinions when faced with an inference activity.
- Pupils demonstrate agility when reading across various different forms of texts and are not fazed by longer extracts.
- Pupils summarise quickly and develop an opinion of what they have read. They are prepared to challenge their peers with justified responses.
- Pupils can comment on how narrative content and non-fiction content are organised and discuss reasons for this.