

Reading Curriculum Overview

Year 1

Reading Behaviours		Autumn 1 The three little pigs Superworm	Autumn 2 Lost and Found	Spring 1 Meerkat Mail	Spring 2 The Rabbit Problem Peter Rabbit	Summer 1 Emma Jane's aeroplane Percy's bumpy ride	Summer 2 Katie Morag Delivers the Mail Secret of Black Rock
Range of texts	Discuss a wide range of poems, stories and non-fiction.	✓	✓	✓	✓	✓	✓
	Retell stories and discuss their particular characteristics.	✓	✓	✓	✓	✓	✓
Making inferences	Begin to make inferences on the basis of what is being said and done.			✓	✓	✓	✓
	Predict what might happen based on what they have read so far.	✓	✓	✓	✓	✓	✓
Comprehension	Answer literal retrieval questions about the text.	✓	✓	✓	✓	✓	✓
	Say why a character has a feeling.		✓	✓	✓	✓	✓
	Use information from the story to support my opinion.			✓	✓	✓	✓
	Discuss the meaning of unfamiliar words.	✓	✓	✓	✓	✓	✓

Reading Curriculum Overview

Year 2

Reading Behaviours		<u>AUTUMN 1</u> <u>Paddington at the Palace / Katie in London</u>	<u>AUTUMN 2</u> <u>Daisy Saves the Day / Queen Victoria's Bathing Machine</u>	<u>SPRING 1</u> <u>Vlad and the Great Fire of London</u>	<u>SPRING 2</u> <u>The Baker's Boy and the Great Fire of London</u>	<u>SUMMER 1</u> <u>The Boy who Grew Dragons</u>	<u>SUMMER 2</u> <u>Pugs of the Frozen North</u>
Range of texts	Discuss and express views about a wide range of poems, stories and non-fiction	✓	✓	✓	✓	✓	✓
	Become familiar with and retell details about stories from different genres.	✓	✓	✓	✓	✓	✓
Making inferences	Make simple inferences on the basis of what is being said and done and begin to explain why they think this.	✓	✓	✓	✓	✓	✓
	Predict what might happen based on what they have read so far and their knowledge of the genre.	✓	✓	✓	✓	✓	✓
	Use what they already know to respond to questions and begin to find some evidence to support their answers.	✓	✓	✓	✓	✓	✓
	Discuss the sequence of events in books and how items of information are related.	✓	✓	✓	✓	✓	✓
	Explain and discuss their understanding of books, poems and other material	✓	✓ <small>Poem from a railway carriage.</small>	✓ <small>Poem Great Fire of London</small>	✓ <small>Poem Tiny Burning Flame</small>	✓ <small>Poem The dragon who ate our school</small>	✓
Language for effect	Discuss and clarify the meaning of words	✓	✓	✓	✓	✓	✓

Reading Curriculum Overview

Year 3

Reading Behaviours		<u>AUTUMN 1</u> <u>Stig of the dump</u>	<u>AUTUMN 2</u> <u>The Street</u> <u>Beneath my Feet</u> <u>The Abominables</u>	<u>SPRING 1</u> <u>The Girl Who</u> <u>Stole a Leopard</u>	<u>SPRING 2</u> <u>Egyptian</u> <u>Cinderella</u>	<u>SUMMER 1</u> <u>Secrets of a Sun</u> <u>King</u>	<u>SUMMER 2</u> <u>The Highland</u> <u>Falcon Thief</u>
<u>Them</u> <u>es</u>	Identify and discuss the themes in a range of books		✓	✓	✓		✓
<u>Making</u> <u>inferences</u>	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions.	✓	✓	✓	✓	✓	✓
	Predict what might happen, based on detail given in the text from a range of genres.		✓	✓	✓		✓
<u>Comprehension</u>	Discuss their understanding of words within a context.	✓	✓	✓	✓	✓	✓
	Use dictionaries to check the meanings of words they have read.	✓	✓	✓	✓	✓	✓
	Identify the main ideas drawn from a text. Begin to summarise.	✓	✓	✓	✓	✓	
	Identify structural and presentational features of texts.	✓			✓	✓	
	Identify language features of texts.	✓		✓			✓
	Ask questions to improve their understanding of a text.		✓			✓	✓
<u>Lang</u> <u>uage</u>	Identify and discuss words that capture their interest.		✓	✓			✓

Reading Curriculum Overview

Year 4

Reading Behaviours		<u>AUTUMN 1</u> <u>The Great Chocoplot</u>	<u>AUTUMN 2</u> <u>Greek Myths</u>	<u>SPRING 1</u> <u>Who let the Gods out?</u>	<u>SPRING 2</u> <u>Queen of darkness</u>	<u>SUMMER 1</u> <u>My Story: Roman Invasion</u>	<u>SUMMER 2</u> <u>Land of Roar</u>
<u>Themes</u>	Identify and comment upon the themes in different types of text.	✓		✓	✓		✓
<u>Making inferences</u>	Justify inferences, such as inferring characters' feelings, thoughts and motives from their actions, with evidence. (Point and Evidence – P.E)	✓	✓	✓	✓	✓	✓
	Predict what might happen based on what is implied in the text.	✓		✓	✓	✓	✓
<u>Comprehension</u>	Discuss their understanding of and explain the meaning of words in context.	✓	✓	✓	✓	✓	✓
	Summarise the main ideas drawn from more than one paragraph.	✓		✓	✓	✓	✓
	Identify how structure and presentation contribute to meaning.		✓			✓	
	Identify how language contributes to meaning.	✓	✓	✓	✓	✓	✓
	Locate information quickly and accurately, using skimming and scanning.	✓	✓	✓	✓	✓	✓
<u>Language for effect</u>	Discuss why words and phrases capture the readers interest.	✓			✓		✓

Reading Curriculum Overview

Year 5

Reading Behaviours		<u>AUTUMN 1</u> <u>Beowulf</u>	<u>AUTUMN 2</u> <u>The Last Bear</u>	<u>SPRING 1</u> <u>Viking Boy</u>	<u>SPRING 2</u> <u>The Golden Horsemen of Baghdad</u>	<u>SUMMER 1</u> <u>The Explorer</u>	<u>SUMMER 2</u> <u>The Explorer</u>
<u>Themes</u>	Identify and discuss underlying themes and significant plot events in texts, with reference to the text.		✓	✓	✓		✓
<u>Making inferences</u>	Draw inferences and justify these with evidence from the text, explaining why these inferences have been drawn (Point, Evidence, Explanation – P.E.E)	✓	✓	✓	✓	✓	✓
	Make plausible predictions about what might happen, referring directly to the points that are explicit and implied within the text.	✓	✓	✓	✓	✓	
<u>Comprehension</u>	Explain and explore the meaning of words in context.	✓	✓	✓	✓	✓	✓
	Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.	✓	✓	✓	✓		✓
	Distinguish between fact and opinion, giving reasons for the choice.	✓	✓		✓		
<u>Language for effect</u>	Identify and comment on writers' use of words, phrases and language features, including figurative language.	✓	✓	✓	✓	✓	✓
	Identify the techniques the author has used to create moods, feelings, messages and attitudes.	✓	✓		✓	✓	

Reading Curriculum Overview

Year 6

Reading Behaviours		<u>AUTUMN 1</u> <u>Kensuke's Kingdom</u>	<u>AUTUMN 2</u> <u>Pig Heart Boy</u>	<u>SPRING 1</u> <u>Holes</u>	<u>SPRING 2</u> <u>Darwin's Dragons</u>	<u>SUMMER 1</u> <u>Darwin's Dragons</u>	<u>SUMMER 2</u> <u>The Vanishing Trick</u>
<u>Themes</u>	Compare and contrast the way that themes and conventions are used in a range of texts.	✓	✓	✓			
<u>Making inferences</u>	Draw inferences and justify these with evidence from the text, explaining why these inferences have been drawn (Point, Evidence, Explanation – P.E.E)	✓	✓	✓	✓	✓	✓
	Comment on what the authors' use of vocabulary implies about characters, events and information.			✓	✓	✓	✓
	Explore the text to support and justify predictions (Point + Evidence + Explanation)	✓	✓	✓	✓	✓	✓
<u>Comprehension</u>	Explain and explore the meaning of words in context.	✓	✓	✓	✓	✓	✓
	Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.	✓	✓	✓	✓	✓	✓
	Make comparisons within and across texts.	✓		✓	✓	✓	
<u>Language for effect</u>	Discuss and evaluate how writers use words, phrases and language features to have an impact on the reader.		✓	✓	✓	✓	
	Explain how the language, structure and presentational features contribute to meaning.		✓	✓	✓	✓	✓