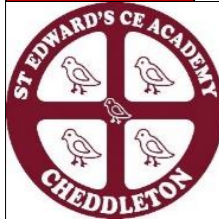


**READING CURRICULUM
YEAR A**

UNIT	Year 1	Year 2	Year 3 and 4
1	<p>The Billy Goat's Gruff – Ladybirds First Favourites</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Discuss the significance of the title and events Recognise and join in with predictable phrase Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics 	<p>The Billy Goat's Gruff – Ladybirds First Favourites</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Discuss and clarifying the meanings of words, linking new meanings to known vocabulary Recognising simple recurring literacy language in stories and poetry 	<p>The Three Little Wolves and the Big Bag Pig – Eugene Trivizas</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Draw on inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identify main ideas drawn from more than 1 paragraph and summarise these
2	<p>Pumpkin Soup – Helen Cooper</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known 	<p>Pumpkin Soup – Helen Cooper</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Discuss what I understand of books, poems and other material, both of what I listen to and those that I read myself 	<p>The Pied Piper of Hamelin - Michael Morpurgo</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Participate in discussion about both books that I read and are read to me Take it in turns and listening to what others say Ask questions to improve my understanding of a text Enjoy and become familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
3	<p>The Leopards Drum – Jessica Souhami</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far Draw on what I already know or on background information and vocabulary provided by the teacher (Kenya) Participate in discussion about what is read to me, taking turns and listening to what others say 	<p>The Leopards Drum – Jessica Souhami</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that I read and that are read to me, taking turns and listening to what others say I know how to draw on what I already know or on background information and vocabulary provided by the teacher (Kenya) 	<p>The Tunnel – Anthony Browne</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Use a dictionary to check the meaning of words that I have read

		Being introduced to non-fiction books that are structured in different ways	
4	Jack and The Beanstalk - Usborne Pupils should be taught to: Make inferences on the basis of what is being said and done Explain clearly my understanding of what is read to me	Jack and The Beanstalk - Usborne Pupils should be taught to: Make inferences on the basis of what is being said and done How to answer and ask questions	The Lion and the Unicorn – Shirley Hughes Pupils should be taught to: Discuss words and phrases that capture the reader’s interest and imagination Check that the text makes sense by discussing my understanding of the text and explaining the meaning of words in context Retrieve and record information from non-fiction
5	The Way Back Home –Oliver Jeffers Pupils should be taught to: Compare my experiences to what I have read	The Way Back Home –Oliver Jeffers Pupils should be taught to: Discuss the sequence of events in books and how items of information are related Discuss my favourite words and phrases	Firebird - Saviour Pirotta Pupils should be taught to: Know how to recognise some different forms of poetry [for example, free verse, narrative poetry]
6	The Day the Crayons Quit – Oliver Jeffers Pupils should be taught to: Check that the text makes sense to me as I read Self-correct when I am reading	The Day the Crayons Quit – Oliver Jeffers Pupils should be taught to: Check that the text makes sense as I read, and I can self-correct when reading aloud	The Great Kapok Tree - Lynne Cherry Pupils should be taught to: Predict what might happen from details stated and implied Identify how language, structure, and presentation contribute to meaning
	Ongoing Word Reading Pupils should be taught to: Apply phonic knowledge and skills as the route to decode words 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	Ongoing Word Reading Pupils should be taught to: 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 taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes	Ongoing Word Reading Pupils should be taught to: Children will be learning to plan their writing by: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught gpcs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught gpcs</p> <p>Read words with contractions [for example, i'm, i'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Reread these books to build up their fluency and confidence in word reading</p>	<p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Reread these books to build up their fluency and confidence in word reading</p>	
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**ENGLISH CURRICULUM
YEAR B**

UNIT	Year 1	Year 2	Year 3 and 4
1	<p>Bog Baby – Jeanne Willis</p> <p>Pupils should be taught to:</p> <p>Discuss the significance of the title and events</p> <p>Recognise and join in with predictable phrase</p> <p>Discuss word meanings, linking new meanings to those already known</p>	<p>Bog Baby – Jeanne Willis</p> <p>Pupils should be taught to:</p> <p>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>The Lost Happy Endings – Carol Ann Duffy</p> <p>Pupils should be taught to:</p> <p>Draw on inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identify main ideas drawn from more than 1 paragraph and summarising these</p>
2	<p>Little Red Riding Hood – Ladybird First Favourites</p> <p>Pupils should be taught to:</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics</p>	<p>Little Red Riding Hood – Ladybird First Favourites</p> <p>Pupils should be taught to:</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Stone Age Boy – Satoshi Kitamura</p> <p>Pupils should be taught to:</p> <p>Participate in discussion about both books that I read and are read to me</p> <p>Take it in turns and listening to what others say</p> <p>Ask questions to improve my understanding of a text</p>

		Discuss what I understand of books, poems and other material, both of what I listen to and those that I read myself	
3	The Queen's Hat – Steve Antony Pupils should be taught to: Predict what might happen on the basis of what has been read so far Draw on what I already know or on background information and vocabulary provided by the teacher (London/GFOL) Participate in discussion about what is read to me, taking turns and listening to what others say	Katie in London – James Mayhew Pupils should be taught to: Predict what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that I read and that are read to me, taking turns and listening to what others say I know how to draw on what I already know or on background information and vocabulary provided by the teacher (London/GFOL)	The Egyptian Cinderella – Shirley Climo Pupils should be taught to: Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
4	Oliver and Patch – Claire Freedman Pupils should be taught to: Make inferences on the basis of what is being said and done Explain clearly my understanding of what is read to me	Oliver and Patch – Claire Freedman Pupils should be taught to: Make inferences on the basis of what is being said and done How to answer and ask questions	The Tin Forest – Helen Ward Pupils should be taught to: Discuss words and phrases that capture the reader's interest and imagination Check that the text makes sense by discussing my understanding of the text and explaining the meaning of words in context Retrieve and record information from non-fiction
5	Beegu – Alexis Deacon Pupils should be taught to: Compare my experiences to what I have read	Beegu – Alexis Deacon Pupils should be taught to: Discuss the sequence of events in books and how items of information are related Discuss my favourite words and phrases	Escape from Pompeii – Christina Balit Pupils should be taught to: Predict what might happen from details stated and implied Identify how language, structure, and presentation contribute to meaning

6	<p>Meerkat Mail – Emily Gravett</p> <p>Pupils should be taught to: Check that the text makes sense to me as I read Self-correct when I am reading</p>	<p>Meerkat Mail – Emily Gravett</p> <p>Pupils should be taught to: Check that the text makes sense as I read, and I can self-correct when reading aloud</p>	<p>I am a Roman Soldier – Josiah Wedgwood Foot Soldier’s Song by Pamela Gillian</p> <p>Pupils should be taught to: Know how to recognising some different forms of poetry [for example, free verse, narrative poetry]</p>
	<p>Ongoing Word Reading</p> <p>Pupils should be taught to: Apply phonic knowledge and skills as the route to decode words 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught gpcs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught gpcs Read words with contractions [for example, i’m, i’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading</p>	<p>Ongoing Word Reading</p> <p>Pupils should be taught to: 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 taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Reread these books to build up their fluency and confidence in word reading</p>	<p>Ongoing Word Reading</p> <p>Pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>