



Malmesbury C of E Primary School

Company Number 08483768

**“Growing together in wisdom and love;
discovering life in all its fullness.”**

Reading Policy

Version 1.0

Issue Date: March 2022

Review Date: March 2025

Malmesbury C of E Primary School

Tetbury Hill

Malmesbury

Wiltshire, SN16 9JR

Tel: 01666 823514

Head Teacher: Stephen Heal

E-mail: admin@malmesbury-pri.wilts.sch.uk

Website: www.malmesburyprimaryschool.co.uk

CONTENTS

1. Introduction
2. Aims and Intent
3. Implementation
 - 3.1 Reading in KS1
 - 3.2 Progression of reading genres
 - 3.3 Teaching and Learning – Lesson Structure and Planning
 - 3.4 Planning – Long, Medium and Short Term
 - 3.5 Vocabulary
 - 3.6 Reading across the curriculum
 - 3.7 SEN provision
4. Impact
 - 4.1 Feedback
 - 4.2 Assessment
5. Training and Support
6. Appendices
 - 6.1 Reading Progression
 - 6.2 Planning Format (Yr 1 – 6)
 - 6.3 Yearly Plans (Cycle A)

*“The more that you read, the more things you will know,
The more that you learn, the more places you’ll go.”*

Dr Seuss

1. INTRODUCTION

At Malmesbury Primary we endeavour to create a love for reading and language. We want to create a life long love of reading to be cultivated by all children without any barriers that builds confidence. We hope to develop fearless readers, who will develop a love of vocabulary through their reading and listening of stories. By the time children leave us, they will read confidently for meaning and regularly enjoy reading for pleasure. Our readers will be equipped with the tools to tackle unfamiliar vocabulary and question new words for meaning. We encourage our children to see themselves as readers for both pleasure and purpose.

2. AIMS AND INTENT

The English national curriculum (2014) intends to ensure that all pupils:

- Pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.
- They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.
- They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently.
- They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.
- They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

At Malmesbury Primary we endeavour to create a love of reading. We want every child to leave our school as a fluent and confident reader who reads for pleasure and purpose.

We aim for children to:

- Identify, read and appreciate a variety of texts from different genres.
- Read aloud with confidence and prosody.
- Use a variety of skills including decoding and etymology to successfully deduce the meaning of words from outside their spoken vocabulary.
- To comprehend ideas and themes within the text.
- Identify inference and make predictions about the text.
-

“A reader lives a thousand lives before he dies . . . The man who never reads lives only one.”

George R.R. Martin

IMPLEMENTATION

3.1 Reading in the Early Years Foundation Stage

INSERT KS1



Phonics and Early Reading Policy

3.2 Progression of Reading Genres

It is essential that the children in our school experience and revisit different genres in order to develop as accomplished readers. From Year 1 to Year 6 children will experience a range of both fiction and non-fiction reading as well as poetry. These genres will also be revisited for children to make progress and build on previous knowledge. This progression can be seen in greater detail in each year group's yearly plans. (Appendix 1).

3.3 Teaching and Learning – Lesson Structure and Planning

The teaching of reading in Malmesbury Primary School is tailored to ensure that children are exposed to a range of high quality texts. We recognise that the cognitive ability of children is not always directly related to their decoding ability and aim to ensure that all children have the opportunity to develop their love of literature.

During whole class reading, a high quality text is used by the class teacher to model, demonstrate and read aloud with fluency and expression. Children will then demonstrate their understanding of the text through a range of activities that are linked to the VIPERS framework. They will also have the opportunity to read aloud to a teacher to ensure fluency and complete pre-reading of the next section of the book. Weaker readers will be paired with more confident partners that can support their decoding of the text, promoting an emphasis on discussion.

We believe that every child has the right to be an outstanding reader and that it is our responsibility to ensure reading is taught consistently and progressively throughout the school. We believe the children need the highest standards and expectations so they become engaged with literature across the whole curriculum.

“Books are a uniquely portable magic.”

Steven King

3.4 Planning – Long, Medium and Short Term

This outlines the books, texts, and objectives that will be covered across the year. In the medium-term plan this is broken down into termly objectives. All teachers will then create weekly plans, using VIPERS as a structure, that outline how the lesson will be taught and delivered.

3.5 Vocabulary

At Malmesbury Primary we believe that vocabulary is best acquired through both indirect exposure to words and the explicit teaching of vocabulary and word-learning strategies. We use a range of approaches and interventions to achieve this, including:

- Knowledge maps
- Word of the day / week
- Displays – vocabulary including pictures/symbols for current topic
- English units – (vocabulary is analysed, gathered, and presented)
- Vocabulary teaching in guided reading and use of VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise)

“The secret of becoming a writer is to write, write and keep on reading.”

Ken MacLeod

3.6 SEN Provision

As an inclusive school we recognise the need to tailor our approach to support children with SEND as well as those who are identified as benefitting from further enrichment and challenge.

We teach reading to all children, whatever their ability. Reading forms part of the school curriculum policy to provide a broad and balanced education for all children.

Wherever possible, all children's learning should take place in class and be scaffolded where necessary with the appropriate support materials.

From January 2023 any Year 3 or 4 child who was not fully fluent at reading or had not passed the Phonics screening check began the Little Wandle catch up program. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach using the Keep-up resources – at pace. This will continue to be rolled out as the cohorts progress through the school.

3. IMPACT

4.1 Feedback

Feedback is essential in supporting children to make improvements in their work. In line with our marking and feedback policy, children should have regular on-the-spot feedback on what they are doing well and what they need to do to improve.

4.3 Assessment

Children are assessed through three distinct cycles:

- 1.) **Daily Summative Assessment** – Using whole class reading, allows the teacher to assess and address any misconceptions or discuss and deepen children's understanding.
- 2.) **Termly Assessment against the Curriculum Framework** – We have adapted the Wiltshire Reading Program of Study to become our assessment framework. Teachers assess the children's reading against the yearly objectives. This allows the teachers to see where the children need support and what they already know. These assessments are discussed at pupil progress meetings in January and May
- 3.) **Yearly assessment and end of key stage assessment** – At the end of each year, children's reading will be assessed using the school's assessment framework and a

judgement will be made whether a child is at a Pre-Key Stage level (PKS); Working Towards the Expected Standard for their age (WTS); at the Expected Standard for their age (EXS); or working at the Greater Depth Standard (GDS). This will be documented in the whole school assessment information. Teachers will also use + and – symbols to indicate children working towards the top or bottom of the standards. Year 2 and Year 6 will report their assessments to the DFE. In these year groups they will have the support of external moderation to make sure the judgements are in line with other schools.

5. TRAINING AND SUPPORT

Professional support, coaching, training and guidance is made available for staff to support their understanding and develop their skills in the teaching of reading through:

- Staff meetings
- Discussions with SLT and English Subject Leaders
- Discussions and sharing of good practice within teams
- Wider reading/research on reading

“Good reading is supposed to evoke sensation in the reader—not the fact that it is raining, but the feeling of being rained upon.”

E.L. Doctorow

6. APPENDICES

APPENDIX 6.1: Yearly Plans (Cycle A)

YEAR 6 – Reading curriculum coverage 2022 -23 (Phase B)		
Autumn	Term 1	Term 2
	Topic: Space Explorers	Topic: WWII
	Key Stimulus: 'Journey' - Aaron Becker	
	NF: Information Texts (Space) F: Sci-fi stories (Another Planet)	NF: Newspaper Report (WW2 Event) F: Adventure & Fantasy Stories (Journey)
Reading objectives	<p><u>Extended Narrative</u></p> <ul style="list-style-type: none"> 1.) I can write for a range of purposes and audiences, selecting language that shows good awareness of reader. 9.) In narrative: I can develop settings, character and atmosphere in detail. 13.) I can use a range of figurative language. 	<p><u>Adventure & Fantasy</u></p> <ul style="list-style-type: none"> 9.) In narrative: I can develop settings, character and atmosphere in detail. 10.) I can use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause. 13.) I can use a range of figurative language.

- 16.) I can use a range of devices to build cohesion within and between paragraphs
- 18.) I can evaluate my reading through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations
- 19.) I can Proof-read and edit my reading
- 23.) I can use legible, joined reading consistently when reading at speed.
- 12.) I can use the range of punctuation taught at KS2 mostly correctly.

Information Text

- 1.) I can write for a range of purposes and audiences, selecting language that shows good awareness of reader.
- 3.) I can use verb tenses consistently and accurately.
- 11.) I can manipulate and control the use of non-fiction language features.
- 16.) I can use a range of devices to build cohesion within and between paragraphs.
- 18.) I can evaluate my reading through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations.

- 2.) I can use expanded noun phrases across my reading to convey complicated information precisely.
- 23.) I can use legible, joined reading consistently when reading at speed.
- 7.) I can use semi-colons to mark independent clauses.
- 12.) I can use the range of punctuation taught at KS2 mostly correctly.

Newspaper reports

- 1.) Write for a range of purposes and audiences, selecting language that shows good awareness of reader
- 14.) I can manipulate and control the use of non-fiction language features
- 23.) I can use legible, joined reading consistently when reading at speed.
- 12.) I can use the range of punctuation taught at KS2 mostly correctly.
- 3.) I can use verb tenses consistently and accurately.
- 14.) I can manipulate and control the use of non-fiction language features.

I

	<ul style="list-style-type: none"> • 19.) Proof-read and edit their reading. • 23.) I can use legible, joined reading consistently when reading at speed. • 12.) I can use the range of punctuation taught at KS2 mostly correctly. • 15.) I can manipulate and control the use of organizational features. 	
Reading text	Biography – Buzz Aldrin	Holes – Louis Sachar

YEAR 6 – Reading curriculum coverage 2022-23 (Phase B)		
Spring	Term 3	Term 4
	Key Stimulus: 'Holes' - Louis Sachar	
	Topic: Snap, Crackle, Splash	Topic: Out of Africa
	F: Narrative Reading – Informal/formal Letter F: Narrative – Dialogue	F: Short story – Escape based on Holes NF: Biography – Charles Darwin

Reading objectives

Informal Letter

- 4.) I can use informal question tags.
- 16.) I can use a range of devices to link paragraphs
- GD2(a) I can use precise and selected word choice for purpose (GDS)
- GD3(a) I can establish a convincing individual viewpoint and sustain it (GDS)
- 12.) I can use the range of punctuation taught at KS2 mostly correctly.

Dialogue

- 9.) I can develop setting/characters and atmosphere in detail.
- 2.) I can use expanded noun phrases
- 8.) I can use dialogue to convey character and advance the action.
- 19.) I can proof read and edit my reading.
- GD1(d) My reading is carefully structured and organised according to context (GDS)
- GD2(a) I can use precise and selected word choice for purpose (GDS)

Short story – using all skills from informal letter and dialogue.

- GD2.) I can distinguish between the language of speech and reading and choose the appropriate register
- 16.) I can use a range of devices to link paragraphs (Adverbials, prepositions, repetition and ellipses).
- 12.) I can use the range of punctuation taught at KS2 mostly correctly.
- 5.) I can use passive voice to create empathy or suspense.
- 2.) I can use expanded noun phrases across my reading to convey complicated information precisely
- 8.) I can use dialogue to convey character and advance the action.

Biographies

- 1.) I can write for a range of purposes and audiences, selecting language that shows good awareness of reader.
- 7.) I can use semi-colons to mark independent clauses.
- 16.) I can use a range of devices to link paragraphs (Adverbials, prepositions, repetition and ellipses).
- 19.) I can proof read and edit my reading.
- 14.) I can manipulate and control the use of non-fiction language features

	<ul style="list-style-type: none"> 12.) I can use the range of punctuation taught at KS2 mostly correctly. 	<ul style="list-style-type: none"> GD2(a)I can use precise and selected word choice for purpose (GDS)
Reading text	<ul style="list-style-type: none"> Holes – Louis Sachar 	

YEAR 6 – Reading curriculum coverage 2022-23 Phase B		
Summer	Term 5	Term 6
	Key authors / texts: Literacy Shed video clip - Alma	
	Topic: The Ancient Greeks	Topic: Out of Africa/Production/Transition
	SPaG Revision NF - Diary Reading – Morfa Bay	Story reading - horror Explanation Text (Fossils)(1)

<p>Reading objectives</p>	<p><u>Diary Reading</u></p> <p>1.) I can write for a range of purposes and audiences, selecting language that shows good awareness of reader.</p> <p>4.) I can use informal question tags.</p> <p>10.) I can use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause.</p> <p>14.) I can manipulate and control the use of non-fiction language features.</p> <p>16.) I can use a range of devices to build cohesion within and between paragraphs.</p> <p>17.) I can use a dictionary and thesaurus effectively.</p> <p>GD1 (e) I can ensure that my paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion.</p>	<p><u>Horror reading</u></p> <p>14.) I can manipulate and control the use of narrative language features.</p> <p>12.) I can use the range of punctuation taught at KS2 mostly correctly.</p> <p>16.) I can use a range of devices to build cohesion within and between paragraphs.</p> <p>9.) Develop settings, characters and atmosphere in detail.</p> <p>GD1 (f) I can create clear endings that link to the opening of the story.</p> <p>GD2 (a) I can use word choices that are precise and selected for the purpose and audience.</p> <p><u>Explanation text</u></p> <p>6.) I can use the passive voice to create a formal tone.</p> <p>7.) I can use semi colons to mark independent clauses</p> <p>14.) I can manipulate and control the use of non-fiction language features.</p> <p>16.) I can use a range of devices to build cohesion within and between paragraphs.</p> <p>GD1 (d) I can carefully structure and organize my reading according to the context.</p>
----------------------------------	---	---

		GD2 (a) I can use word choices that are precise and selected for the purpose and audience.
Reading text		Cogheart – Peter Bunzl

YEAR 5 – Reading curriculum coverage 2022-2023

Autumn	Term 1	Term 2
	<u>TOPIC</u> : Space	<u>TOPIC</u> : WWII
	<u>Key stimuli:</u> LIFTED by Pixar	<u>Key stimuli:</u> Adolphus Tips by Michael Morpurgo The Piano by Aidan Gibbons

	<p><u>Fiction</u> – write a Science Fiction story</p> <p><u>Non-fiction</u> – write an Information report – the Moon (F)</p>	<p><u>Non-fiction</u> – reading a diary entry</p> <p><u>Fiction</u> – write a film narrative</p>
<p>Reading objectives</p>	<p>1. I can write for a range of purposes and audiences based on personal experience and high-quality texts.</p> <p>5. I can indicate degrees of possibility using modal adverbs.</p> <p>9. I can use a range of cohesive devices within paragraphs.</p> <p>10. I can use a range of cohesive devices between paragraphs.</p> <p>14. I can develop settings and atmosphere in detail.</p> <p>18. I can evaluate my reading through discussion and make improvements.</p> <p>19. I can proof-read and edit my reading.</p> <p>22. I can meet the chosen Year 5 expectations from the chosen spelling scheme.</p> <p>23. I can use legible, joined reading consistently.</p>	<p>1. I can write for a range of purposes and audiences based on personal experience and high-quality texts.</p> <p>5. I can indicate degrees of possibility using modal adverbs.</p> <p>9. I can use a range of cohesive devices within paragraphs.</p> <p>10. I can use a range of cohesive devices between paragraphs.</p> <p>14. I can develop settings and atmosphere in detail.</p> <p>18. I can evaluate my reading through discussion and make improvements.</p> <p>19. I can proof-read and edit my reading.</p> <p>22. I can meet the chosen Year 5 expectations from the chosen spelling scheme.</p> <p>23. I can use legible, joined reading consistently.</p>

YEAR 5 – Reading curriculum coverage 2022-2023

Spring

Term 3

Term 4

TOPIC : Snap, Crackle, Splash

TOPIC : Creative Design

Key stimuli:

Journey to Jo'burg by Beverly Naidoo

Key stimuli:

Isabel, Isabel by Ogden Nash

THE HIGHWAYMAN by Alfred Noyes

Fiction: narrative reading based on a story from another culture

Fiction – Classic/Narrative Poetry

Non-Fiction – write an information report – forces (Science)

Non-Fiction – Reading a newspaper report

Reading objectives	<p>1. I can write for a range of purposes and audiences based on personal experience and high-quality texts.</p> <p>5. I can indicate degrees of possibility using modal adverbs.</p> <p>9. I can use a range of cohesive devices <i>within</i> paragraphs.</p> <p>10. I can use a range of cohesive devices <i>between</i> paragraphs.</p> <p>14. I can develop settings and atmosphere in detail.</p> <p>18. I can evaluate my reading through discussion and make improvements.</p> <p>19. I can proof-read and edit my reading.</p> <p>22. I can meet the chosen Year 5 expectations from the chosen spelling scheme.</p> <p>23. I can use legible, joined reading consistently.</p>	<p>1. I can write for a range of purposes and audiences based on personal experience and high-quality texts.</p> <p>3. I can use commas to separate main and subordinate clauses.</p> <p>10. I can use a range of cohesive devices <i>between</i> paragraphs.</p> <p>11. I can use relative pronouns.</p> <p>16. I can write with appropriate levels of formality for audience and purpose.</p> <p>18. I can evaluate my reading through discussion and make improvements.</p> <p>19. I can proof-read and edit my reading.</p> <p>22. I can meet the chosen Year 5 expectations from the chosen spelling scheme.</p> <p>23. I can use legible, joined reading consistently.</p>

	YEAR 5 – Reading curriculum coverage 2022-2023	
Summer	Term 5	Term 6

	<u>TOPIC</u> : Ancient Greece	<u>TOPIC</u> : Rivers
	<u>Key stimuli:</u> Theseus and the Minotaur Mama Miti by Donna Jo Napoli	<u>Key stimuli:</u> The Wishgranter (Literacy Shed) Benjamin Zephaniah
	<u>Fiction</u> – reading a myth <u>Non– Fiction</u> – Reading a speech	<u>Non-fiction</u> – Explanation text (water cycle) <u>Fiction</u> – Write an ending to a story <u>Poetry</u> – Performance Poetry
Reading objectives	1. I can write for a range of purposes and audiences based on personal experience and high-quality texts. 5. I can indicate degrees of possibility using modal adverbs. 9. I can use a range of cohesive devices within paragraphs. 10. I can use a range of cohesive devices between paragraphs. 11. I can use relative pronouns. 14. I can develop settings and atmosphere in detail. 18. I can evaluate my reading through discussion and make improvements.	1. I can write for a range of purposes and audiences based on personal experience and high-quality texts. 6. I can use embedded clauses. 8. I can use dashes for afterthoughts. 9. I can use a range of cohesive devices within paragraphs. 10. I can use a range of cohesive devices between paragraphs. 18. I can evaluate my reading through discussion and make improvements. 19. I can proof-read and edit my reading.

	<p>19. I can proof-read and edit my reading.</p> <p>22. I can meet the chosen Year 5 expectations from the chosen spelling scheme.</p> <p>23. I can use legible, joined reading consistently.</p>	<p>20. I can read my own reading aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear.</p> <p>21. I can spell many words from the Year 5 word list and use these accurately in their own reading.</p> <p>22. I can meet the Y5 expectations from the chosen spelling scheme.</p> <p>23. I can use legible, joined reading consistently.</p>
--	---	--

YEAR 4 – Reading curriculum coverage 2022-2023

Autumn	Term 1	Term 2
	Temples Tombs and Treasures	Active Planet
	Key authors / stimulus types:	

	<p>Fiction: Stories with a historical setting</p> <p>Non-fiction: Non – chronological reports</p> <p>Key stimulus: Lions on the prowl</p> <p>Ed shed – Tad the explorer video prompt</p>	<p>Fiction: Diary reading, poetry</p> <p>Non-fiction: Explanation texts</p> <p>Key stimulus: Pliny Pompeii diary</p>
<p>Reading objectives</p>	<p>Year 3:</p> <p>4. Use a range of adverbs, conjunctions and prepositions: time, place and cause</p> <p>Year 4:</p> <p>3. Use noun phrases expanded with modifying <i>adjectives</i></p> <p>4. Use noun phrases expanded with modifying <i>nouns</i></p> <p>5. Use noun phrases expanded with <i>prepositional phrases</i></p> <p>6. Use <i>fronted adverbials for time, manner and place</i></p> <p>7. Use <i>commas after fronted adverbials</i></p> <p>9. <i>Develop settings linked to the genre and intended effect</i></p> <p>11. <i>Use paragraphs to organise ideas around a theme across the text</i></p> <p>13. <i>Use inverted commas and other punctuation accurately to mark speech</i></p> <p>20. <i>Proof-read and edit their reading</i></p>	<p>Year 3:</p> <p>2. Use a or an correctly</p> <p>10. Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences</p> <p>Year 4:</p> <p>1. Write for a range of purposes and audiences based on personal experience and high-quality texts</p> <p>3. Use noun phrases expanded with modifying <i>adjectives</i></p> <p>4. Use noun phrases expanded with modifying <i>nouns</i></p> <p>5. Use noun phrases expanded with <i>prepositional phrases</i></p> <p>6. Use <i>fronted adverbials for time, manner and place</i></p> <p>7. Use <i>commas after fronted adverbials</i></p> <p>11. Use paragraphs to organise ideas around a theme across the text</p> <p>18. Use a dictionary</p> <p>20. Proof-read and edit their reading</p>

	<p><i>24. Use legible, joined reading consistently</i></p> <p><i>Greater Depth:</i></p> <p><i>GD6: Choose vocabulary and structure for a purpose and to engage and impact on their identified reader</i></p> <p><i>GD7: Word choices are well considered and are used to build a description, an even, tension or emotion</i></p>	<p><i>24. Use legible, joined reading consistently</i></p> <p><i>Greater Depth:</i></p> <p><i>GD2: Paragraphing is clear and ideas are developing and linked to guide the reader through the text</i></p> <p><i>GD3: Reading demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience</i></p> <p><i>GD6: Choose vocabulary and structure for a purpose and to engage and impact on their identified reader</i></p> <p><i>GD8: Technical vocabulary is used purposefully in non-narrative reading</i></p>
--	---	---

YEAR 4 – Reading curriculum coverage 2022-23		
Spring	Term 3	Term 4
	Key authors / texts:	

	Rainforests	Rainforests
	<p>Fiction: Stories from another culture, poetry (creating images)</p> <p>Key stimulus: The Shamans Apprentice, The Great Kapok Tree, In the Trees Defense; A.F. Harrold</p>	<p>Non-Fiction: Persuasive reading, Debate and balanced argument</p> <p>Key stimulus:</p>
Reading objectives	<p>Year 3:</p> <p>15. Use nouns and pronouns to aid cohesion within sentences</p> <p>Year 4:</p> <p>1. Write for a range of purposes and audiences based on personal experience and high-quality texts</p> <p>2. Use possessive pronouns</p> <p>3. Use noun phrases expanded with modifying adjectives</p> <p>4. Use noun phrases expanded with modifying nouns</p> <p>6. Use fronted adverbials for time, manner and place</p> <p>7. Use commas after fronted adverbials</p> <p>11. Use paragraphs to organise ideas around a theme across the text</p>	<p>Year 3:</p> <p>Year 4:</p> <p>9. Develop settings linked to the genre and intended effect</p> <p>10. Develop characters in narratives</p> <p>12. Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs</p> <p>14. Identify main and subordinate clauses</p> <p>19. Evaluate their reading through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations</p> <p>22. Spell many words from the Year 4 word list and use these accurately in their reading</p> <p>23. Meet Y4 expectations from the chosen spelling scheme</p>

12. Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs

14. Identify main and subordinate clauses

15. Write complex sentences with the subordinate clause at the start and at the end of the sentence

16. Control the use of standard and non-standard English

17. Understand the difference between plural and possessive –s

Greater Depth:

GD1: Commas are used securely to separate main and subordinate clauses

GD2: Paragraphing is clear and ideas are developing and linked to guide the reader through the text

GD3: Reading demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience

GD4: Use a range of tenses and verb forms confidently and effectively

GD5: Different sentence types and varied word order are used to create specific effects

GD6: Choose vocabulary and structure for a purpose and to engage and impact on their identified reader

24. Use legible, joined reading consistently

Greater Depth:

GD1: Commas are used securely to separate main and subordinate clauses

GD7: Word choices are well considered and are used to build a description, an even, tension or emotion

GD9: Consistently use editing and revising strategies to improve the quality and accuracy of their reading

GD10: Consistently apply Y4 spelling expectations across their reading

GD7: Word choices are well considered and are used to build a description, an even, tension or emotion

YEAR 4 – Reading curriculum coverage 2022-23

Summer	Term 5	Term 6
	Key authors / texts:	
	Footprints from the past	Chocolate
	Non-fiction: Report reading for Braeside, Newspaper reports Fiction: Fables and stories that raise issues and dilemmas Key stimulus:	Fiction: Stories in imaginary world, playscripts, Non-fiction: Persuasive texts Key stimulus: Charlie and the Chocolate Factory,

<p>Reading objectives</p>	<p>Year 3:</p> <p>10. Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences</p> <p>19. Read their own reading aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Year 4:</p> <p>1. Write for a range of purposes and audiences based on personal experience and high-quality texts</p> <p>6. Use fronted adverbials for time</p> <p>7. Use commas after fronted adverbials</p> <p>11. Use paragraphs to organise ideas around a theme across the text</p> <p>16. Control the use of standard and non-standard English</p> <p>18. Use a dictionary</p> <p>20. Proof-read and edit their reading</p> <p>21. Read their own reading aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Greater Depth:</p>	<p>Year 3:</p> <p>7. Create settings that are appropriate for the type of story/effect</p> <p>8. Describe characters in narratives</p> <p>Year 4:</p> <p>3. Use noun phrases expanded with modifying adjectives</p> <p>4. Use noun phrases expanded with modifying nouns</p> <p>5. Use noun phrases expanded with prepositional phrases</p> <p>6. Use fronted adverbials for time, manner and place</p> <p>7. Use commas after fronted adverbials</p> <p>8. Describe plots in narratives linking the ending to the opening.</p> <p>9. Develop settings linked to the genre and intended effect</p> <p>10. Develop characters in narratives.</p> <p>11. Use paragraphs to organise ideas around a theme across the text</p> <p>13. Use inverted commas and other punctuation accurately to mark speech</p> <p>14. Identify main and subordinate clauses</p> <p>15. Write complex sentences with the subordinate clause at the start and at the end of the sentence</p> <p>16. Control the use of standard and non-standard English</p> <p>20. Proof-read and edit their reading</p>
----------------------------------	---	--

GD2: Paragraphing is clear and ideas are developing and linked to guide the reader through the text

GD3: Reading demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience

GD6: Choose vocabulary and structure for a purpose and to engage and impact on their identified reader

GD8: Technical vocabulary is used purposefully in non-narrative reading

24. Use legible, joined reading consistently

Greater Depth:

GD1: Commas are used securely to separate main and subordinate clauses

GD2: Paragraphing is clear and ideas are developing and linked to guide the reader through the text

GD3: Reading demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience

GD5: Different sentence types and varied word order are used to create specific effects

GD6: Choose vocabulary and structure for a purpose and to engage and impact on their identified reader

GD7: Word choices are well considered and are used to build a description, an even, tension or emotion

GD9: Consistently use editing and revising strategies to improve the quality and accuracy of their reading

GD10: Consistently apply Y4 spelling expectations across their reading

YEAR 3 – Reading curriculum coverage 2022-23

Autumn	Term 1	Term 2
	Topic: Egyptians	Topic: Active Planet
	Key authors / texts: Roald Dahl(author study)Twits, Enormous crocodile, The Egyptian princess	Key authors / texts: Escape from Pompeii, Coming home
	<ul style="list-style-type: none">• Character descriptions (Narrative) - F• Instructions (Explanation texts) - NF• Stories with familiar settings (Narrative) - F	<ul style="list-style-type: none">• Poetry• Diary Reading• Seasonal tale (Coming home)

<p>Reading objectives</p>	<ul style="list-style-type: none"> 1. Write for a variety of purposes and audiences 8. Describe characters in narratives 3. Use a range of grammar for time. 4. Use a range of grammar for place 6. Create plots in narratives. 7. Create settings that are appropriate. 9. Use present perfect form of verbs. 11. Use paragraphs 12. Commas in lists. 17. Evaluate reading through discussion. 18. Proof reading and editing. GD2 Reading is punctuated accurately to ensure meaning is clear GD5 Write in clear paragraphs and clearly show when they are reading about different events or information GD6 Write with increasing awareness of their reader, actively attempting to engage them. GD8 Effectively use verbs and adverbs to add detail to events, settings and characters. GD11 Reading is edited; changes are made to create greater impact on the reader and proof-read for accuracy 	<ul style="list-style-type: none"> 1. Write for a variety of purposes and audiences 3. Use a range of grammar for time. 4. Use a range of grammar for place 7. Create settings that are appropriate. 11. Use paragraphs 12. Commas in lists. 17. Evaluate reading through discussion. 18. Proof reading and editing. 19. Read own reading aloud. GD2 Reading is punctuated accurately to ensure meaning is clear GD5 Write in clear paragraphs and clearly show when they are reading about different events or information GD6 Write with increasing awareness of their reader, actively attempting to engage them. GD8 Effectively use verbs and adverbs to add detail to events, settings and characters. GD11 Reading is edited; changes are made to create greater impact on the reader and proof-read for accuracy
----------------------------------	--	--

YEAR 3 – Reading curriculum coverage 2022-23		
Spring	Term 3	Term 4
	Topic: Saving the Rainforest	Topic: Saving the Rainforest
	Key stimulus: The Tunnel	Key Stimulus: The Kaypok Tree Iron man
	*Adventure Stories - F *Information Texts - NF	* Persuasive Reading - NF * Letter reading * Science fiction
Reading objective	1. Write for a variety of purposes and audiences 8. Describe characters in narratives 6. Create plots in narratives. 7. Create settings that are appropriate. 9. Use present perfect form of verbs. 10. Use a range of connectives to create a variety of sentences. 11. Use paragraphs 12. Commas in lists.	1. Write for a variety of purposes and audiences 8. Describe characters in narratives 6. Create plots in narratives. 7. Create settings that are appropriate. 10. Use a range of connectives to create a variety of sentences. 12. Commas in lists. 17. Evaluate reading through discussion. 18. Proof reading and editing.

	<p>13. Inverted commas</p> <p>17. Evaluate reading through discussion.</p> <p>18. Proof reading and editing.</p> <p>GD1 Begin to demarcate speech with all necessary punctuation.</p> <p>GD2 Reading is punctuated accurately to ensure meaning is clear</p> <p>GD5 Write in clear paragraphs and clearly show when they are reading about different events or information</p> <p>GD6 Write with increasing awareness of their reader, actively attempting to engage them.</p> <p>GD7 Reading is carefully planned and annotated with precise word choices (from across the curriculum)</p> <p>GD8 Effectively use verbs and adverbs to add detail to events, settings and characters.</p> <p>GD 10 Sentence starters show greater variety; including the use of adverbials of time and place</p> <p>GD11 Reading is edited; changes are made to create greater impact on the reader and proof-read for accuracy</p>	<p>19. Read own reading aloud.</p> <p>GD2 Reading is punctuated accurately to ensure meaning is clear</p> <p>GD3 Main and subordinate clause.</p> <p>GD 4 Commas in clauses</p> <p>GD5 Write in clear paragraphs and clearly show when they are reading about different events or information</p> <p>GD6 Write with increasing awareness of their reader, actively attempting to engage them.</p> <p>GD7 Reading is carefully planned and annotated with precise word choices (from across the curriculum)</p> <p>GD 10 Sentence starters show greater variety; including the use of adverbials of time and place</p> <p>GD11 Reading is edited; changes are made to create greater impact on the reader and proof-read for accuracy</p>
Reading	The nothing to see here hotel	Iron man

YEAR 3 – Reading curriculum coverage 22-23		
Summer	Term 5	Term 6
	Topic: Footprints from the past	Topic: Vikings
	Key Stimulus:	Key Stimulus:
	Non chronological report Dick king smith – Hodgeheg Playscripts – Animal related	Biography,-Dick King Smith - NF Myths and legends

Reading objectives.

8. Describe characters in narratives

6. Create plots in narratives.

7. Create settings that are appropriate.

11. Use paragraphs

12. Commas in lists.

13. Inverted commas

17. Evaluate reading through discussion.

18. Proof reading and editing.

GD1 Begin to demarcate speech with all necessary punctuation.

GD2 Reading is punctuated accurately to ensure meaning is clear

GD5 Write in clear paragraphs and clearly show when they are reading about different events or information.

GD6 Write with increasing awareness of their reader, actively attempting to engage them.

GD7 Reading is carefully planned and annotated with precise word choices (from across the curriculum)

GD8 Effectively use verbs and adverbs to add detail to events, settings and characters.

GD11 Reading is edited; changes are made to create greater impact on the reader and proof-read for accuracy

3. Use a range of grammar for time.

7. Create settings that are appropriate.

11. Use paragraphs

12. Commas in lists.

17. Evaluate reading through discussion.

18. Proof reading and editing.

19. Read own reading aloud.

GD2 Reading is punctuated accurately to ensure meaning is clear

GD5 Write in clear paragraphs and clearly show when they are reading about different events or information.

GD6 Write with increasing awareness of their reader, actively attempting to engage them.

GD9 Confidently use a variety of sentence structures.

GD 10 Sentence starters show greater variety; including the use of adverbials of time and place

GD11 Reading is edited; changes are made to create greater impact on the reader and proof-read for accuracy

Reading	James and the giant peach	Nothing to see here hotel
---------	---------------------------	---------------------------

YEAR 2 – Reading curriculum coverage 2022-2023

Autumn	Term 1
	Topic: Victorians
	Key Stimulus: The Enormous Turnip, The Gruffalo, BBC clips- Mary Seacole, Alexander Graham Bell, Queen Victoria, Florence Nightingale
	Recount (holiday), Stories with Familiar settings, Instructions, Information Text (report)
Reading objectives	<p>Year 1:</p> <ul style="list-style-type: none"> 4. Join words using ‘and’ 5. Use ‘and’ to join a simple sentence 6. Use a capital letter for proper nouns 10. Sequence sentences to form short text <p>Year 2:</p> <ul style="list-style-type: none"> 1. Write for a range of purposes and audiences based on personal experience and high-quality texts

2. Use full stops and capital letters consistently
 3. Use sentences with different forms: statements
 4. Use noun phrases to describe and specify
 8. Use a variety of simple pronouns (within TAF bullet 1)
 10. Use sentences with different forms: commands
 12. Use the present and past tenses correctly and consistently
 14. Maintain stamina in longer pieces of reading (within TAF bullet 1)
 15. Use some features of standard written English (within TAF bullets 1 and 4)
 16. Evaluate their reading through discussion and make improvements to clarify the meaning and sense
 17. Spell many of the Y2 common exception words and homophones (2 pairs of the NC listed words)
 21. Form correctly sized and orientated Lower-case and Upper case letters and digits. (with appropriate spacing)
- GD1. Use commas in lists
- GD6. Proof-read and edit their reading in relation to the Y2 grammar and spelling expectations
- GD12. Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)
- GD13. A range of sentence starters are used which may also be drawn from their reading.

YEAR 2 – Reading curriculum coverage 2022-2023

Autumn	Term 2
	Topic: Celebrations
	Key Stimulus: Guy Fawkes, Great Fire of London, Vlad and the Great Fire of London, Jack and the Beanstalk, Kennings
	Traditional Fairy tales, Stories with a predictable and patterned language, Poems on a theme (Kennings), Diary entry
Reading objectives	Year 1: <ul style="list-style-type: none">4. Join words using 'and'5. Use 'and' to join a simple sentence6. Use a capital letter for proper nouns10. Sequence sentences to form short text
	Year 2: <ul style="list-style-type: none">1. Write for a range of purposes and audiences based on personal experience and high-quality texts2. Use full stops and capital letters consistently3. Use sentences with different forms: statements4. Use noun phrases to describe and specify8. Use a variety of simple pronouns (within TAF bullet 1)

- 12. Use the present and past tenses correctly and consistently
- 14. Maintain stamina in longer pieces of reading (within TAF bullet 1)
- 11. Use subordination (when/if/that/because) to add extra information
- 16. Evaluate their reading through discussion and make improvements to clarify the meaning and sense
- 17. Spell many of the Y2 common exception words and homophones (2 pairs of the NC listed words)
- 15. Use some features of standard written English (within TAF bullets 1 and 4)
- GD6. Proof-read and edit their reading in relation to the Y2 grammar and spelling expectations
- GD12. Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)
- GD13. A range of sentence starters are used which may also be drawn from their reading.

YEAR 2 – Reading curriculum coverage 2022-2023

Autumn	Term 3
	Topic: Our World
	Key Stimulus: Percy the Park Keeper, Leaflets, Meerkat Mail

Stories with Familiar settings, Non Chronological (leaflets), Diary Entry

**Reading
objective**

Year 1:

4. Join words using 'and'
5. Use 'and' to join a simple sentence
6. Use a capital letter for proper nouns
10. Sequence sentences to form short text

Year 2:

1. Write for a range of purposes and audiences based on personal experience and high-quality texts
2. Use full stops and capital letters consistently
3. Use sentences with different forms: statements
4. Use noun phrases to describe and specify
5. Use co-ordination (and/but/or/yet/so)
12. Use the present and past tenses correctly and consistently
14. Maintain stamina in longer pieces of reading (within TAF bullet 1)
15. Use some features of standard written English (within TAF bullets 1 and 4)
16. Evaluate their reading through discussion and make improvements to clarify the meaning and sense
17. Spell many of the Y2 common exception words and homophones (2 pairs of the NC listed words)
18. Spell many words with the range of Y2 phonemes mostly correctly
19. Add -er, -ed, -ing, -est to words where a change to the root word is needed

- GD6. Proof-read and edit their reading in relation to the Y2 grammar and spelling expectations
- GD10. Use diagonal and horizontal strokes to join some letters
- GD12. Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)
- GD13. A range of sentence starters are used which may also be drawn from their reading.

YEAR 2 – Reading curriculum coverage 2022-2023

Autumn

Term 4

Topic: Pirates/Circus

Key Stimulus: The Tiger Who Came to Tea,

Circus- Circus books, entry point

Pirate- Black Beard, information about famous Pirates, Sharks

Circus: Stories with Familiar settings, Poetry, Non Chronological, Recount, persuasive reading about animal rights

Pirate: Stories with Familiar settings, Poetry, persuasive reading about animal rights, instructions

**Reading
objectives**

Year 1:

4. Join words using 'and'
5. Use 'and' to join a simple sentence
6. Use a capital letter for proper nouns
10. Sequence sentences to form short text

Year 2:

1. Write for a range of purposes and audiences based on personal experience and high-quality texts
2. Use full stops and capital letters consistently
3. Use sentences with different forms: statements
4. Use noun phrases to describe and specify
5. Use co-ordination (and/but/or/yet/so)
10. Use sentences with different forms: commands
11. Use subordination (when/if/that/because) to add extra information
12. Use the present and past tenses correctly and consistently
13. Use a variety of simple, compound and complex sentences (within TAF bullet 5)
14. Maintain stamina in longer pieces of reading (within TAF bullet 1)
15. Use some features of standard written English (within TAF bullets 1 and 4)
16. Evaluate their reading through discussion and make improvements to clarify the meaning and sense
17. Spell many of the Y2 common exception words and homophones (2 pairs of the NC listed words)

- 18. Spell many words with the range of Y2 phonemes mostly correctly
- 19. Add -er, -ed, -ing, -est to words where a change to the root word is needed
- GD3. Use apostrophes for contractions
- GD4. Use apostrophes for singular possession
- GD5. Punctuation taught so far is used to ensure meaning is clear.
- GD6. Proof-read and edit their reading in relation to the Y2 grammar and spelling expectations
- GD12. Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)
- GD13. A range of sentence starters are used which may also be drawn from their reading.
- GD14. Discuss the effectiveness of their reading and may make changes without prompting

YEAR 2 – Reading curriculum coverage 2022-2023

Autumn	Term 5
	Topic: Bugs Feast
	Key Stimulus: Little Red Riding

Stories with Familiar settings, instructions- How to catch a Wolf, Drama

Reading objectives

Year 1:

4. Join words using 'and'
5. Use 'and' to join a simple sentence
6. Use a capital letter for proper nouns
10. Sequence sentences to form short text

Year 2:

1. Write for a range of purposes and audiences based on personal experience and high-quality texts
2. Use full stops and capital letters consistently
3. Use sentences with different forms: statements
4. Use noun phrases to describe and specify
5. Use co-ordination (and/but/or/yet/so)
6. Use sentences with different forms: questions
7. Use question marks mostly accurately
9. Use the progressive form of verbs
10. Use sentences with different forms: commands
11. Use subordination (when/if/that/because) to add extra information

- 12. Use the present and past tenses correctly and consistently
- 13. Use a variety of simple, compound and complex sentences (within TAF bullet 5)
- 14. Maintain stamina in longer pieces of reading (within TAF bullet 1)
- 15. Use some features of standard written English (within TAF bullets 1 and 4)
- 16. Evaluate their reading through discussion and make improvements to clarify the meaning and sense
- 17. Spell many of the Y2 common exception words and homophones (2 pairs of the NC listed words)
- 18. Spell many words with the range of Y2 phonemes mostly correctly
- 19. Add -er, -ed, -ing, -est to words where a change to the root word is needed
- GD2. Use exclamation marks as an indication to the reader
- GD3. Use apostrophes for contractions
- GD6. Proof-read and edit their reading in relation to the Y2 grammar and spelling expectations
- GD12. Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)
- GD13. A range of sentence starters are used which may also be drawn from their reading.
- GD14. Discuss the effectiveness of their reading and may make changes without prompting

YEAR 2 – Reading curriculum coverage 2022-2023

Autumn

Term 6

Topic: Vikings/Brilliant Brunel

Key Stimulus: Something Fishy- animation, Lighthouse Keeper's Lunch collection

Stories with Familiar settings, Poetry, Fiction story for the animation, fact file about sealife, recount

Reading objectives

Year 1:

4. Join words using 'and'
5. Use 'and' to join a simple sentence
6. Use a capital letter for proper nouns
10. Sequence sentences to form short text

Year 2:

1. Write for a range of purposes and audiences based on personal experience and high-quality texts
2. Use full stops and capital letters consistently
3. Use sentences with different forms: statements
4. Use noun phrases to describe and specify
5. Use co-ordination (and/but/or/yet/so)
6. Use sentences with different forms: questions
7. Use question marks mostly accurately
9. Use the progressive form of verbs

10. Use sentences with different forms: commands
 11. Use subordination (when/if/that/because) to add extra information
 12. Use the present and past tenses correctly and consistently
 13. Use a variety of simple, compound and complex sentences (within TAF bullet 5)
 14. Maintain stamina in longer pieces of reading (within TAF bullet 1)
 15. Use some features of standard written English (within TAF bullets 1 and 4)
 16. Evaluate their reading through discussion and make improvements to clarify the meaning and sense
 17. Spell many of the Y2 common exception words and homophones (2 pairs of the NC listed words)
 18. Spell many words with the range of Y2 phonemes mostly correctly
 19. Add -er, -ed, -ing, -est to words where a change to the root word is needed
- GD2. Use exclamation marks as an indication to the reader
- GD3. Use apostrophes for contractions
- GD6. Proof-read and edit their reading in relation to the Y2 grammar and spelling expectations
- GD12. Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)
- GD13. A range of sentence starters are used which may also be drawn from their reading.
- GD14. Discuss the effectiveness of their reading and may make changes without prompting

Autumn	Term 1	Term 2
	Topic: We Are What We Eat	Topic: Amazing Toys
	Key stimulus - T.1 Oliver's Vegetables, Oliver's Fruit, Tiger Who Came To Tea(List only), Stone Soup, Goldilocks T2. Owls, Space, Whatever Next?, Dogger, Room on a Broom	
	<u>FICTION</u> Stories with familiar settings, Labels, lists, captions <u>NON- FICTION</u> – Instructions – Brushing teeth, making sandwich	<u>FICTION</u> Stories about fantasy worlds, stories with familiar settings, Poetry – toys, bells, Christmas <u>NON- FICTION</u> – Non chronological reports – owls, space
Reading objectives	1. Orally rehearse sentences before reading 2. Demarcate most sentences using a full stop 3. Demarcate most sentences using a capital letter 11. Begin to use some features of standard English 14. Spell most of the Y1 common exception words 15. Spell words with the range of Y1 phonemes mostly correctly 20. Form lower-case letters of the correct size relative to one another, starting and finishing in the right place 22. Write digits 0-9	6. Use a capital letter for proper nouns 7. Write sequences of linked sentences 14. Spell most of the Y1 common exception words 15. Spell words with the range of Y1 phonemes mostly correctly 20. Form lower-case letters of the correct size relative to one another, starting and finishing in the right place 22. Write digits 0-9 GDS3. Write for a purpose to hold the reader's interest GDS4. Write effectively for a particular audience

	<p>GDS3. Write for a purpose to hold the reader’s interest</p> <p>GDS4. Write effectively for a particular audience</p> <p>GDS5. Write in a logical order, linking events and ideas</p>	<p>GDS5. Write in a logical order, linking events and ideas</p>
Reading objectives	<p>I can read simple sentence.</p> <p>I can understand new words.</p> <p>I can identify the main events or key points in text.</p> <p>I can answer straight forward questions about a story.</p>	<p>I can use my phonic knowledge to de-code regular words and read them aloud.</p> <p>I can read some common tricky words.</p> <p>I can express my opinions about main events and characters in a story.</p> <p>I can make simple predictions about characters.</p>

	YEAR 1 – Reading curriculum coverage 2022-23	
Spring	Term 3	Term 4
	Key stimulus -The Gingerbread Man, Three Little Pigs, Three Billy Goats, Sleeping Beauty, Pirate Adventure, Pirates, Girl Pirate	

	<p>Topic: Fantastic Fairy Tales</p>	<p>Topic: Pirates/Circus</p>
	<p><u>FICTION</u></p> <p>Fairy Tales, traditional tales</p>	<p><u>NON FICTION</u></p> <p>Information texts – Pirates/Circus</p> <p>Instructions – How to Dress as a Pirate, How to Find Treasure/ How to Dress as a Clown, How to make a Clown Face, How to make a Clown Cake</p> <p>Non-chronological reports – Pirate Ships, Sharks/ In the Circus, Tigers</p>
<p>Reading objectives</p>	<p>4. Join words using ‘and’</p> <p>5. Use ‘and’ to join a simple sentence</p> <p>8. Use the present and past tense mostly accurately</p> <p>10. Sequence sentences to form short texts</p> <p>12. Begin to demarcate sentences using exclamation marks</p> <p>16. Add -ed, -ing, to words where no change to the root word is needed</p> <p>GDS1. Use simple noun phrases</p> <p>GDS2. Use ‘because’ and ‘but’ to join clauses</p> <p>14. Spell most of the Y1 common exception words</p>	<p>18. Spell the days of the week</p> <p>22. Write capital letters</p> <p>GDS ?. Actively seek and use new words in their reading, including precisely chosen nouns, adjectives and technical words as appropriate</p> <p>14. Spell most of the Y1 common exception words</p> <p>15. Spell words with the range of Y1 phonemes mostly correctly</p> <p>16. Add =er –est to root words</p> <p>20. Form lower-case letters of the correct size relative to one another, starting and finishing in the right place</p> <p>22. Write digits 0-9</p> <p>GDS3. Write for a purpose to hold the reader’s interest</p>

	<p>15. Spell words with the range of Y1 phonemes mostly correctly</p> <p>20. Form lower-case letters of the correct size relative to one another, starting and finishing in the right place</p> <p>22. Write digits 0-9</p> <p>GDS3. Write for a purpose to hold the reader's interest</p> <p>GDS4. Write effectively for a particular audience</p> <p>GDS5. Write in a logical order, linking events and ideas</p>	<p>GDS4. Write effectively for a particular audience</p> <p>GDS5. Write in a logical order, linking events and ideas</p>
<p>Reading objectives</p>	<p>I can use picture clues to help in reading simple texts.</p> <p>I can become very familiar with key stories, fairy stories and traditional tales, and can re-tell them and consider their particular characteristics.</p> <p>I can recognise why a character is feeling a certain way.</p> <p>I can recognise obvious story language- once upon a time, big bad wolf etc.</p>	<p>I can use phonics to blend sounds together to read words, including long sounds.</p> <p>I can recognise the difference between fiction and non-fiction.</p> <p>I can link what I read or hear to my own experiences, with encouragement.</p>

YEAR 1 – Reading curriculum coverage 2022-23		
Summer	Term 5	Term 6 (PHONICS TEST)
	Key stimulus - Castles, George and The Dragon, Africa	
	Topic: Castles	Topic: Journeys
	<p><u>NON FICTION</u></p> <p>Recounts – My School Day, Trip to the Castle Reports – Castles, Dragons</p> <p>Information texts – Castles, Knights, Dragons</p> <p><u>FICTION</u></p> <p>Extended/Traditional Stories (St George and the Dragon, King Robert the Bruce)</p>	<p><u>FICTION</u></p> <p>Poems on a theme: Summer, Crocodile, Spiders, Bubbles</p> <p>Stories from a range of cultures – Africa – Handa’s Surprise, Anansi Stories</p>

<p>Reading objectives</p>	<p>13. Spell compound words correctly most of the time</p> <p>16. Add -er, -ed, -ing, -est to words where no change to the root word is needed</p> <p>17. Add -es and -s to words to make plurals where no change to the root word is needed</p> <p>18. Spell the days of the week</p> <p>GDS 1. Use simple noun phrases</p> <p>GDS ?.Consistently use editing and revising strategies to improve the quality and accuracy of their reading GDS</p> <p>GDS ?. Actively seek and use new words in their reading, including precisely chosen nouns, adjectives and technical words as appropriate</p>	<p>9. Begin to demarcate sentences using question marks</p> <p>18. Spell the days of the week</p> <p>19. Use the prefix –un</p> <p>21. Use some diagonal and horizontal strokes needed to join letters</p> <p>GDS ?. Make plausible attempts at spelling new words, using phonic knowledge from Y1 and beyond accurately</p>
<p>Reading objectives</p>	<p>I can read familiar endings to words (-s, -es, -ing, -ed, -er, -est).</p> <p>I can participate in discussions about what is read to me, taking turns and listening to what others say.</p> <p>I can talk about what new words mean.</p>	<p>I can read the common tricky words.</p> <p>I can appreciate rhymes and poems, and recite some by heart.</p> <p>I can recognise repeated use of language in my reading.</p>