



Doing all the good we can

English-Reading Curriculum Overview Reading

Note: KS1 The first few weeks of the Autumn term will focus on the discrete whole class teaching sessions of 3 comprehension skills, summarising, inferring/predicting and clarifying, each skill being taught one at a time. The start of the Spring term should focus on 2 comprehension skills visualising and questioning, each skill taught one at a time to the whole class. Once taught skills should then be revisited and built upon throughout the rest of the year either through whole class guided reading or whole class reading.

Year 1/2	Autumn A Why is Richmond Special?	Spring A What's it made of and why?	Summer A How do people tell their stories?	Autumn B How do I care for my body and mind?	Spring B What makes a good home?	Summer B Why is our environment precious?
Component: Learn how to summarise	Use text (title and events) alongside pictures to find main ideas. Use key words and phrases to find main ideas.			Use text (title and events) alongside pictures to find main ideas. Use key words and phrases to find main ideas.		
	Retell modern classics, fairy stories, traditional tales considering particular characteristics and predictable phrases.			Retell modern classics, fairy stories, traditional tales considering particular characteristics and predictable phrases.		



Doing all the good we can

English-Reading Curriculum Overview Reading

	Retell a wider range of stories, sequence in order.			Retell a wider range of stories, sequence in order.		
	Answer questions to show their understanding of what is read to them.			Answer questions to show their understanding of what is read to them.		
Component: Know how to visualise		Describe a character and/or setting of a story and identify some of the language features used by the author.			Describe a character and/or setting of a story and identify some of the language features used by the author.	
Component: Know how to clarify	Locate information in Non-fiction texts which are structured in different ways. Identify the way in which text and illustrations are organised in non-fiction texts.			Locate information in Non-fiction texts which are structured in different ways. Identify the way in which text and illustrations are organised in non-fiction texts		



Doing all the good we can

English-Reading Curriculum Overview Reading

Component: Know how to predict and infer	Make inference based on what the character said and done. Refer to text to explain these inferences.			Make inference based on what the character said and done. Refer to text to explain these inferences.		
	Explain what might happen from details stated or implied Use key words and phrases to draw conclusions and predict what might happen from details stated or implied			Explain what might happen from details stated or implied Use key words and phrases to draw conclusions and predict what might happen from details stated or implied		
Component: know how to question		Use evidence in a text to say why they like/dislike it. Use evidence from the text to give an opinion about something.			Use evidence in a text to say why they like/dislike it. Use evidence from the text to give an opinion about something.	
		Answers questions to			Answers questions to	



Doing all the good we can

English-Reading Curriculum Overview Reading

		show their understanding of what has been read to them. Begin to ask questions around the text they have read.			show their understanding of what has been read to them. Begin to ask questions around the text they have read.	
Read and recite poetry by heart	Learn and recite 3 poems over the year-ideally one per term			Learn and recite 3 poems over the year-ideally one per term		
Comprehension task	2 short Comprehension tasks focusing on skills taught PIRA assessment	2 short Comprehension tasks focusing on skills taught PIRA assessment	2 short Comprehension tasks focusing on skills taught PIRA assessment	2 short Comprehension tasks focusing on skills taught PIRA assessment	2 short Comprehension tasks focusing on skills taught PIRA assessment	2 short Comprehension tasks focusing on skills taught PIRA assessment
FOCUS whole class texts-link to writing	The Naughty Bus Little Evie in the Wild Wood	Dogger-writing and guided reading resource Traction Man	Paddington at the Palace/ Katie in London Rabbit Problem/The Tale of Peter Rabbit	Man on the Moon	Meerkat Mail Daisy Saves the Day/Leather Shoe Charlie	Wild and The Grass House Bog Baby Lila and the Secret of Rain



Doing all the good we can

English-Reading Curriculum Overview Reading

KS2 Note: The first few weeks of each new school year should focus on the discrete whole class teaching sessions of the 5 comprehension skills, with each skill being taught one at a time. These skills should then be revisited and built upon throughout the rest of the year either through whole class guided reading or whole class reading.

Year 3/4	Autumn A Why is Richmond special?	Spring A What is beneath us and why does it matter? Sci – rocks and magnets	Summer A How do we get our message across?	Autumn B How do I care for my body and mind? Sci – skeleton and muscles Digestion	Spring B Why is history worth knowing?	Summer B How can I have my say?
Component: Learn how to summarise	Use key words and phrases to find main ideas and summarise the main points from more than one paragraph.			Use key words and phrases to find main ideas and summarise the main points from more than one paragraph.		
	Retell a wide range of stories including fairy stories, myths and legends, identifying themes and conventions.			Retell a wide range of stories including fairy stories, myths and legends, identifying themes and conventions.		
	Answer and ask questions based on			Answer and ask questions based on		



Doing all the good we can

English-Reading Curriculum Overview Reading

	the text referring to a specific section.			the text referring to a specific section.		
Component: Know how to visualise	Explain the author's intended impact on the reader when using particular language features.			Explain the author's intended impact on the reader when using particular language features.		
Component: Know how to clarify	Explain the author's intended impact on the reader when using particular: <ul style="list-style-type: none"> • Structural features • Presentational features 			Explain the author's intended impact on the reader when using particular: <ul style="list-style-type: none"> • Structural features • Presentational features 		
	Collect, evaluate and apply knowledge of relevant information from a range of texts.			Collect, evaluate and apply knowledge of relevant information from a range of texts.		
Component: Know how to predict and infer	Refer to the text to draw inferences such as Inferring character's feelings,			Refer to the text to draw inferences such as Inferring character's feelings,		



Doing all the good we can

English-Reading Curriculum Overview Reading

	thoughts, motives for their actions. Refer to the text to use more than one example to explain characterisation.			thoughts, motives for their actions. Refer to the text to use more than one example to explain characterisation.		
	Use key words and phrases to draw conclusions and predict what might happen from details stated or implied			Use key words and phrases to draw conclusions and predict what might happen from details stated or implied		
Component: Know how to question	Use evidence from the text to work out a character's opinion of something Use quotations to evaluate a text and refer tom relevant parts to support an opinion.			Use evidence from the text to work out a character's opinion of something Use quotations to evaluate a text and refer tom relevant parts to support an opinion.		
	Answer and ask questions based on the text referring to a specific section.			Answer and ask questions based on the text referring to a specific section.		



Doing all the good we can

English-Reading Curriculum Overview Reading

Read and recite poetry by heart	Learn and recite 3 poems over the year-ideally one per term			Learn and recite 3 poems over the year-ideally one per term		
Dictionary Skills	Use dictionaries to check the meaning of words read			Use dictionaries to check the meaning of words read		
Comprehension Skills	2 short Comprehension tasks focusing on skills taught PIRA assessment	2 short Comprehension tasks focusing on skills taught PIRA assessment	2 short Comprehension tasks focusing on skills taught PIRA assessment	2 short Comprehension tasks focusing on skills taught PIRA assessment	2 short Comprehension tasks focusing on skills taught PIRA assessment	2 short Comprehension tasks focusing on skills taught PIRA assessment
FOCUS whole class texts-link to writing	Iron Man-whole class guided reading resource The Wind in the Willows The Abominables	The Flower The Firemaker's Daughter	Greek Myths Who let the Gods out? Pied Piper of Hamelin	The Incredible Book Eating Boy The Promise	The Egyptian Cinderella The Flower Secrets of a Sun King	Orion and the Dark Escape from Pompeii Roman Diary-The journey of Illiona
<p>KS2 Note: The first few weeks of each new school year should focus on the discrete whole class teaching sessions of the 5 comprehension skills, with each skill being taught one at a time. These skills should then be revisited and built upon throughout the rest of the year either through whole class guided reading or whole class reading.</p>						
Year 5/6	Autumn A Why is Richmond special?	Spring A Where does it come from and where does it go?	Summer A How do words make us feel?	Autumn B How do I care for my body and mind?	Spring B What legacy will I leave behind?	Summer B What makes a colourful world?



Doing all the good we can

English-Reading Curriculum Overview Reading

Component: Learn how to summarise	Use quotations to find main ideas and summarise. Summarise the text using quotations to establish the main features and make comparisons between texts using quotations to back up an argument.			Use quotations to find main ideas and summarise. Summarise the text using quotations to establish the main features and make comparisons between texts using quotations to back up an argument.		
	Identify and discuss themes and conventions and make comparisons within and across a wide range of texts			Identify and discuss themes and conventions and make comparisons within and across a wide range of texts		
	Answer and ask questions based on the text referring to a specific section.			Answer and ask questions based on the text referring to a specific section.		
Component: Know how to visualise	Explain the author's intended impact on the reader when using particular language features.			Explain the author's intended impact on the reader when using particular language features.		



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English-Reading Curriculum Overview Reading

Component: Know how to clarify	<p>Explain the author's intended impact on the reader when using particular:</p> <ul style="list-style-type: none"> • Structural features • Presentational features 			<p>Explain the author's intended impact on the reader when using particular:</p> <ul style="list-style-type: none"> • Structural features • Presentational features 		
	<p>Collect, evaluate and apply knowledge of relevant information from a range of texts.</p>			<p>Collect, evaluate and apply knowledge of relevant information from a range of texts.</p>		
Component: Know how to predict and infer	<p>Refer to the text to discuss and explain why an author may vary action, dialogue and description to affect the perception of the character. Refer to the text to explain how the author uses their point of view to have an effect on</p>			<p>Refer to the text to discuss and explain why an author may vary action, dialogue and description to affect the perception of the character. Refer to the text to explain how the author uses their point of view to have an effect on</p>		



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	tasks focusing on skills taught Past SATS papers/PIRA Assessment	tasks focusing on skills taught Past SATS papers/PIRA Assessment	tasks focusing on skills taught Past SATS papers/PIRA Assessment	tasks focusing on skills taught Past SATS papers/PIRA Assessment	tasks focusing on skills taught Past SATS papers/PIRA Assessment	tasks focusing on skills taught Past SATS papers/PIRA Assessment
FOCUS whole class texts-link to writing	The Nowhere Emporium, Spider and Fly	Lady of Shallot, Leon and the Place Between	The Man who walked between the Towers and Beowulf	Wonder	MacBeth	The Explorer and The Great Kapok Tree and Trash