



Doing all the good we can

English – Two Year Reading Curriculum Overview

Richmond Methodist Primary and Nursery School Curriculum - Vertical progression – Literacy – Reading – Communication & Language – Expressive Arts & Designs - English overview								
Playing & Exploring - Engagement			Active Learning - Motivation			Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 			<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 			<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 		
<p>ELG</p> <p>Comprehension</p> <p>-Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary</p> <p>-Anticipate, where appropriate, key events in stories</p> <p>-Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play</p> <p>Word Reading</p> <p>-Say a sound of each letter in the alphabet & at least 10 digraphs</p> <p>-Read words consistent with their phonic knowledge by sound-blending</p> <p>-Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words</p>								
Focus	Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading
Nursery	<ul style="list-style-type: none"> Understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing Count or clap syllables in a word Recognise words with the same initial sound Recognises familiar words and signs such as own name, advertising logos and screen icons 	<ul style="list-style-type: none"> Shows interest in illustrations and words in print and digital books and words in the environment Looks at and enjoys print and digital books independently 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories Be able to talk about familiar stories & tell a long story 	<ul style="list-style-type: none"> Spot & suggest rhymes Sings to self and makes up simple songs Creates sounds, movements, drawings to accompany stories Sing a large repertoire of songs 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary Builds up vocabulary that reflects the breadth of their experiences 	<ul style="list-style-type: none"> Beginning to understand why and how questions Uses talk to explain what is happening 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Talks about events and principal characters in stories and suggests how the story might end 	<ul style="list-style-type: none"> Listens to others in one-to-one or small groups, when conversation interests them Listens to familiar stories with increasing attention and recall Be able to express a point of view & to debate when they disagree
Reception	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Enjoys an increasing range of print & digital books, both fiction and non-fiction Knows that information can be retrieved 	<ul style="list-style-type: none"> Describes main story settings, events & principal characters in increasing detail 	<ul style="list-style-type: none"> Re-enacts and reinvents stories / poems they have heard in their play Beginning to understand humour, e.g. nonsense rhymes Uses combinations of art forms, e.g. 	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 	<ul style="list-style-type: none"> Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text Uses talk to organise, sequence & clarify thinking, 	<ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers 	<ul style="list-style-type: none"> Is able to recall & discuss stories or information that has been read to them, or they have read themselves Listens & responds to ideas expressed by others in conversation



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Note: KS1 To follow the Little Wandle phonics and reading scheme.

Children to read a phonically decodable book set at their level.

Children will read the same book three times:

1. Fluency
2. Prosody
3. Comprehension

The comprehension session should be taught using the skill detailed below. Once taught skills should then be revisited and built upon throughout the rest of the year.

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?
Summarise	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 a wider range of stories, sequence in order.					
	Answer questions to show their understanding of what is read to them.					
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.					
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.					
	Make inference based on what the character said and done.					



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Predict + Infer	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
Question	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 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
Comprehension task	2 short Comprehension tasks focusing on skills taught PIRA assessment - Autumn 2 PIRA assessment – Spring 2 PIRA assessment – Summer 2



Two Year Reading Curriculum Overview

Year 3/4

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 through whole class guided reading.

Year 3/4	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
LEARN HOW TO:						
SUMMARISE	<p>Use key words and phrases to find main ideas and summarise the main points from more than one paragraph.</p> <p>Retell a wide range of stories including fairy stories, myths and legends, identifying themes and conventions.</p> <p>Answer and ask questions based on the text referring to a specific section.</p>					
VISUALISE	<p>Explain the author's intended impact on the reader when using particular language features.</p>					
	<p>Collect, evaluate and apply knowledge of relevant information from a range of texts.</p>					

Year 3/4

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
PREDICT AND INFER	<p>Refer to the text to draw inferences such as inferring character's feelings, thoughts, motives for their actions.</p> <p>Refer to the text to use more than one example to explain characterisation.</p> <p>Use key words and phrases to draw conclusions and predict what might happen from details stated or implied.</p>
QUESTION	<p>Use evidence from the text to work out a character's opinion of something.</p> <p>Use quotations to evaluate a text and refer to relevant parts to support an opinion.</p> <p>Answer and ask questions based on the text referring to a specific section.</p>
READ AND RECITE POETRY BY HEART	Learn and recite 3 poems over the year-ideally one per term
DICTIONARY SKILLS	Use dictionaries to check the meaning of words read
COMPREHENSION SKILLS	<p>2 short Comprehension tasks per term focusing on skills taught</p> <p>PIRA assessment - Autumn 2</p> <p>PIRA assessment – Spring 2</p> <p>PIRA assessment – Summer 2</p>

Year 3/4

Whole class guided reading texts	The Iron Man The Firework Maker's Daughter	Earthshattering Events!: The Science Behind Natural Disasters (non-fiction)	Why the Whales Came (Michael Morpurgo text) The Pied Piper of Hamlin (playscript)	Greek Myths: Usborne Greek Myths The Incredible Book Eating Boy The Promise	Secrets of a Sun King	Orion and the Dark Escape from Pompeii
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Two Year Reading Curriculum Overview

Year 5/6

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 through whole class guided reading.

Year 5/6	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
LEARN HOW TO:						
SUMMARISE	<p>Use quotations to find main ideas and summarise.</p> <p>Summarise the text using quotations to establish the main features and make comparisons between texts using quotations to back up an argument.</p> <p>Identify and discuss themes and conventions and make comparisons within and across a wide range of texts.</p> <p>Answer and ask questions based on the text referring to a specific section.</p>					
VISUALISE	<p>Explain the author's intended impact on the reader when using particular language features.</p>					

Year 5/6

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>Collect, evaluate and apply knowledge of relevant information from a range of texts.</p>					
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.</p> <p>Refer to the text to explain how the author uses their point of view to have an effect on the reader's opinion of a character or issue.</p> <p>Use quotations to draw conclusions and predict what might happen from details stated or implied.</p>					
QUESTION	<p>Use quotations to establish a viewpoint. Fully justify your opinions of at least 2 texts considering both positive and negative points.</p> <p>Answer and ask questions based on the text referring to a specific section.</p>					
READ AND RECITE POETRY BY HEART	<p>Learn and recite 3 poems over the year - ideally one per term</p>					
COMPREHENSION SKILLS	<p>2 short Comprehension tasks per term focusing on skills taught</p> <p>PIRA assessment - Autumn 2</p> <p>PIRA assessment – Spring 2</p> <p>PIRA assessment – Summer 2</p> <p>(Year 6 SATS)</p>					
WHOLE CLASS GUIDED READING TEXTS	Holes	Tiger Tiger	The Explorer	Wolf Brother	Wonder	<p>Journey to Jo'burg</p> <p>Cool</p>

Year 5/6

