



*'Exciting, mysterious, marvellous and magical'*  
ROBIN STEVENS, author of MURDER MOST UNLADYLIKE

Nevermoor

THE TRIALS OF  
MORRIGAN  
CROW

# Reading Curriculum

Broughton Fields Primary School

# Intent

We believe wholeheartedly that it is the right of every child to learn to read well. We understand the power that reading has on children accessing not just the rest of the curriculum but on their understanding of the world as a whole. Above all, we aspire for our children to become enthusiastic, independent and reflective readers. In short, we wish for our children to leave us as readers for life.

In order to reach this, we develop children's understanding of both word reading and language comprehension, any child that is not making adequate progress is supported and guided to reach their academic potential. We do not accept that any child will not have the right to become a passionate and engaged reader and strive to ensure every child enjoys what reading can bring to their lives.

We know that every book that we read *does* in some way change us, it adds thoughts to our brains that wouldn't have been there previously, an experience that we might not have taken had we not read that precise piece of text, some knowledge that we may never need, but one our brain has acquired. We know that good books can capture children's minds and imaginations, we know that they make children question the world and what they see and hear within it and we know that they allow children an escape, a breather from reality. We aim to fill our children's minds with the words, the syntax and the content they need in order to reach not only their academic potential but also ones that enrich their minds.

We choose books that celebrate and champion the diverse nature of our cohort and allow children to read widely and often. It is so important that we are allowing children to see themselves in books, it was Rudine Sims Bishop that said,

"Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of a larger human experience."

Exposing children to challenging texts, with difficult themes, that allow them to develop opinions on matters they may never personally face and debating and discussing these in an environment that supports and encourages their voice, whilst still challenging it and holding it to account is a thing of beauty that the world needs more of and by doing so we will create more tolerant, understanding world citizens.



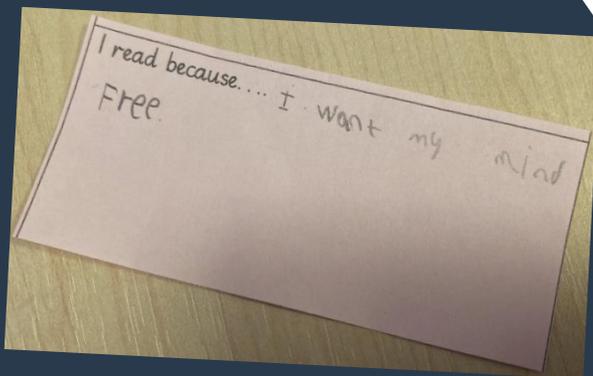
***"We know that every book that we read does in some way change us, it adds thoughts to our brains that wouldn't have been there previously, an experience that we might not have taken had we not read that precise piece of text, some knowledge that we may never need, but one our brain has acquired."***



# Leader: Nicola Niemi

The following grids show:

- 1) Yearly progression for Reading.
- 2) Phonics progression.
- 3) Guided Reading texts across school.
- 4) An example of a weekly set of Powerpoint slides for a reading unit from Year 4.



Broughton Fields Primary School – Reading Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Teachers should build on the work from EYFS, making sure that children can sound and blend unfamiliar printed words quickly using the phonic knowledge and skills they have already learnt. Teachers should ensure that children continue to learn new and revise previous grapheme-phoneme correspondences. Alongside this, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonics. Children who are slow to learn to read without overt sounding and blending should have extra practice.</p>	<p>By the beginning of year 2, children should be able to read all common graphemes, they should be able to read unfamiliar words containing these graphemes. They should also be able to read many common words containing GPCs. This year children will continue to develop their fluency and reading pace. When children are taught to read longer words they should be shown the syllable boundaries and how to read each syllable before they combine them together. Children still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge, this will allow children to develop in skill and confidence, allowing what they read independently to expand rapidly. Children must be given the opportunity to exercise choice in selecting books and be taught how to do so.</p>	<p>At this stage most children should be able to read accurately and at a speed that is sufficient for them to focus on understanding what they have read rather than decoding individual words, this includes words beyond their spoken vocabulary. Word reading should focus on improving children’s vocabulary; when children are taught longer words we should encourage them to try different pronunciations as this will support their spelling/phonic knowledge. Children that are struggling to decode need to be taught this through a regular phonics program to enable them to catch up with their peers as this gap will only widen if not addressed, however where possible children should follow the LKS2 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures and discussing these.</p>	<p>Students should enter Upper Key Stage Two with a strong grasp on how to decode and blend, as such there should be no need for direct word reading skills for most pupils. Intervention should be given to those children that do require this to ensure that children leave us prepared for the next stage of their reading journey. Children should be able to read for context as a means of helping them understand new vocabulary</p>		

<p>Comprehension</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Children should have extensive experience of listening to, sharing and discussing a wide range of high-quality books to engender a love of reading. Teachers should take care to develop children’s vocabulary, the meaning of some new words should be introduced to children before they start to read on their own, so that these new words do not hold up their comprehension. However, once children can decode successfully, the meaning of those that are new should be discussed and contribute to their developing inference skills. Through listening, children start to learn how language sounds and increase their vocabulary and knowledge of grammatical structures. Discussions should be modelled, with clear rules, children should be encouraged to take part when evaluating them, with help to consider the views of others. Role-play can help children identify with and explore characters.</p>	<p>Throughout year 2, teachers should continue to ensure that children listen to and discuss a wide range of stories, poems, plays and information texts; this should include whole books. The sooner that children can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum. Children should begin to check their own reading makes sense by checking the context and what they already know about the topic. In year 2, children should be taught about cause and effect and it is imperative that teachers increase pupils’ vocabulary and their awareness of grammar, particularly the difference between spoken and written language. It is vital that discussions and role-play/drama techniques are demonstrated to children.</p>	<p>Children should be secure in their word reading abilities and the focus should move to developing comprehension. Themes should be increasingly discussed and links should be made between texts to broaden reading horizons. Reading for purpose will have more of a focus as well as reading for pleasure. In year 3 we continue to develop children beyond learning to read into true readers and part of this is exposure to a wide genre. Vocabulary is key here, explicitly taught and developed.</p>	<p>The focus should continue to be on children’s comprehension as the primary element in reading. Children should be taught to recognize themes in what they read, to a somewhat basic level, such as good vs bad or magic. We shall continue to encourage children to read for a range of purposes, with a large emphasis placed on them reading for pleasure. High quality teaching of vocabulary and reading across themes and genres will enable children to have exposure to a wide range of texts and knowledge of language.</p>	<p>Students continue to be given exposure to a breadth of books and we read increasingly across the curriculum in reading lessons, Vocabulary continues to be taught explicitly and the breadth of texts opens in order to broaden reading horizons. Texts become increasingly challenging and diverse to text the reading experience of our developing readers.</p>	<p>Students should be given exposure to a breadth of books across a variety of subjects in order to widen their experiences and break them out of any potentially forming stereotypical text types/genres. Children should be given the opportunity to find links between texts and genres in order to build on their knowledge and experiences as readers using the reading vocabulary that they have learned throughout previous key stages.</p>
----------------------	--	--	--	---	--	--	--

<p>Decoding</p>	<p>Can recognise all set 2 sounds (+ ar, or, air, ir, ou, oy)</p> <p>Can confidently blend words containing known sounds</p> <p>Can read simple sentences consistent with their phonic knowledge</p> <p>Can read common exception word family 6: here, there, where, are, were</p>	<p>* Apply phonic knowledge and skills to decode words.</p> <p>* Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds for graphemes.</p> <p>* Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>* Read Year 1 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 and understand the role of the omitted letter(s)</p> <p>* Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>* Re-read these books to build confidence and</p>	<p>* Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>* Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>* Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>* Read Year 2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>* Read words containing common suffixes.</p> <p>* Read most words quickly and accurately, without overt sounding and blending.</p> <p>* Read aloud books that closely match their improving phonic knowledge, sounding out unfamiliar words accurately and automatically.</p> <p>* Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Children should be secure in decoding, any children not to receive intensive reading support</p> <p>* Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>* Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Children should be secure in decoding, any children not to receive intensive reading support</p> <p>* Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p>
-----------------	--	---	--	---	--

		fluency in word reading.					
Range of reading	*Children exposed to a wide range of poems, stories and non-fiction at a level beyond which they can read independently *real life contexts drawn upon	* Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. * Being encouraged to link what they read or hear read to their own experiences.	* Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	* Listen to and discussing a wide range of fiction, poetry, plays, non-fiction. * Read books that are structured in different ways.	* Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Reading books that are structured in different ways for a range of purposes being confident in identifying the purpose.	* Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Making comparisons within books and beginning to make links across texts and themes with confidence.	* Read books that are structured in different ways and read for a range of purposes. * Making comparisons within and across books. * Continue to read and discuss an increasingly wide range of fiction, poetry, non-fiction and reference texts.
Familiarity with text	*key traditional, diverse and inclusive texts identified. *children begin to parrot phrases that repeat in books to raise awareness of storytelling language.	* Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. * Recognising and joining in with predictable phrases.	* Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. * Recognise simple recurring literary language in stories and poetry.	* Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. * Identify simple themes and conventions in books.	* Continue to increase their familiarity with a wide range of books, building upon previously read texts, including fairy stories, myths and legends and retelling some of these orally. * Identify simple themes and conventions in a wide range of books such as good vs evil.	* Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fictions, fiction from our literary heritage and books from other cultures and traditions. * Identifying and discuss themes and conventions in a piece of writing.	* Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fictions, fiction from our literary heritage and books from other cultures and traditions. * Identify and discuss themes and conventions in and across a wide range of writing.
Poetry and performance	*Children are exposed to a wide range of rhyme	* Learning to appreciate rhymes and poems, and to recite some by heart.	* Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	* Begin to recognise some different forms of poetry, such as free verse or narrative poems. * Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, volume and action.	* Recognise some different forms of poetry e.g narrative poetry, free verse. * Prepare poems and play scripts to read aloud and perform, showing increasing understanding of the importance of intonation, tone, volume and action.	* Learn some poetry by heart, preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	* Learn a wider range of poetry by heart, preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

Word meanings	Introduction of new words done explicitly during inputs	Discuss word meanings, linking new meanings to those already known.	* Discuss and clarify the meaning of new words, linking new meanings to known vocabulary. * Discuss their favourite words and phrases.	* Begin to use dictionaries to check the meaning of words that they have read.	* Use dictionaries to check the meaning of words that they have read, judging when to do so.	Be confident in using a dictionary to check the meanings of words that they have read.	* Independently use a dictionary to check the meanings of words that they have read.
Understanding	*texts linked to real life context and built upon knowledge imparted by teachers.	* Draw on what they already know or on background information given to them by their teacher. * Check that the text makes sense to them as they read and correcting inaccurate reading.	* Discussing the sequence of events in books and how items of information are related. * Drawing on what they already know or background information and vocabulary given to them by their teacher. * Checking that the text makes sense to them as they read and correcting inaccurate reading.	* Check that the text makes sense to them, discussing their understanding and beginning to explain the meaning of words in context. * Ask questions to improve their understanding of a text. * Identify main ideas from more than one paragraph and summarising these with structured support. * Identify main morals and messages with some support.	* Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. * Ask questions to improve their understanding of a text with increasingly complexity. * Identify main ideas from more than one paragraph and summarising these. * identify the moral and messages in a text	* Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. * Ask questions to improve their understanding in a wide range of texts. * Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	* Independently check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. * Asking questions to improve their understanding of increasingly complex texts. * Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas, drawing from details both stated and implied
Inference	* Simple inferences drawn, particularly in reference to characters.	* Discussing the significance of the title and events. * Make simple inferences on the basis of what is being said and done.	* Making inferences on the basis of what is being said and done. * Asking and answering questions.	* Begin to draw inferences such as inferring characters' feelings and motives from their actions, and justify inferences with evidence.	* Draw inferences such as inferring characters' feelings and motives from their actions, and justifying inferences with evidence from the text.	* Confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	* Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence across a wide range of texts using details both stated and implied.
Prediction	* simple predictions made based on what has been read so far	* Beginning to predict what might happen on the basis of what has been read so far.	* Predicting what might happen on the basis of what has been read so far after discussion with the teacher	* Predict what might happen from details stated and begin to think about those details that have been implied.	*Predict what might happen from details stated and implied.	* Predicting what might happen from details stated and implied in increasingly detailed texts.	* Predict what might happen from details stated and implied from an increasingly wide range of genre/texts.

Authorial Intent				<p>* Discuss words and phrases that capture the reader's interest and imagination.</p> <p>* Identify how language, structure and presentation contribute to meaning including: <i>paragraphs, headings, sub-headings and inverted commas to punctuate speech</i> as well as those previously taught.</p>	<p>* Discuss words and phrases that capture the reader's interest and imagination across a range of texts.</p> <p>* Identify how language, structure and presentation contribute to meaning including: <i>paragraphs, pronouns for cohesion, inverted commas for speech, apostrophes for possession, fronted adverbials</i> as well as those previously taught.</p>	<p>* Identifying how language, structure and presentation contribute to meaning including: <i>metaphor, simile, analogy, imagery, style and effect, parenthesis and commas to avoid ambiguity as well as all previously taught.</i></p> <p>* Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>* Identifying how language, structure and presentation contribute to meaning including: <i>headings, tables, subheadings, columns, punctuation of bullet points in lists, underlining, colons, semi-colons, dashes, hyphens, ellipses, repetition of a word or phrase as well as all previously taught.</i></p> <p>* Discuss and evaluate how and why authors use language, including figurative language, considering the impact on the reader.</p>
Non-fiction	* Listen to a wide range of non-fiction texts	*Listen to and discuss a wide range of non-fiction at a level beyond what they can read independently.	* Being introduced to non-fiction books that are structured in different ways	* Retrieve and record information from non-fiction.	* Retrieve and record information from non-fiction from a wide range of subjects.	* Distinguish between statements of fact and opinion. * Retrieve, record and present information from non-fiction.	* Distinguish between statements of fact and opinion across a wide range of texts. * Retrieve, record and present information from a wide range of non-fiction.

Discussing reading

\* participate in discussions, sharing thoughts and listening to others

\* Participate in discussion about what is read to them, taking turns and listening to others.  
\* Explain their understanding of what is being read to them.

\* Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.  
\* Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they have read themselves.

\* Participate in reasoned discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.

\* Participate in clear, reasoned discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.

\* Recommend books that they have read to their peers, giving reasons for their choices.  
\* Participate in discussions about books, building on their own and others' ideas and challenging views courteously.  
\* Explain and discuss their understanding of what they have read through debates.  
\* Provide reasoned justifications for their views.

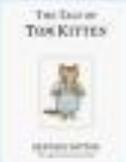
\* Distinguish between statements of fact and opinion across a wide range of texts.  
\* Retrieve, record and present information from a wide range of non-fiction.

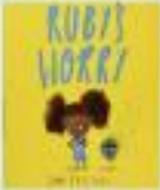
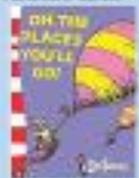
Broughton Fields Primary School – RWI phonic book sequence									
Red Ditty Book 1 Pin it on	Red Ditty Book 2 Got him	Red Ditty Book 3 A cat in a pot	Red Ditty Book 4	Red Ditty Book 5 Pick it up	Red Ditty Book 6 Wuff wuff	Red Ditty Book 7 Let's sing	Red Ditty Book 8 Let's swim	Red Ditty Book 9 Cluck	Red Ditty Book 10
Set 1 Story 1 On the bus a e i o u	Set 1 Story 2 My dog Ned a e i o u	Set 1 Story 3 Six fish a e i o u	Set 1 Story 4 The spell a e i o u	Set 1 Story 5 Black Hat Bob a e i o u	Set 1 Story 6 Tug, tug a e i o u	Set 1 Story 7 Chips a e i o u	Set 1 Story 8 The web a e i o u	Set 1 Story 9 Pip's pizza a e i o u	Set 1 Story 10 Stitch the witch a e i o u
Set 1a Story 1 The get fit club a e i o u	Set 1a Story 2 Jan's pancake a e i o u	Set 1a Story 3 Skateboard Sid a e i o u	Set 1a Story 4 Will's net a e i o u	Set 1a Story 5 Go and play a e i o u	Set 1 Non-fiction 1 Hands a e i o u	Set 1 Non-fiction 2 We can all swim! a e i o u	Set 1 Non-fiction 3 Let's go! a e i o u	Set 1 Non-fiction 4 What am i? a e i o u	Set 1 Non-fiction 5 Camping a e i o u
Set 2 Story 1 Ken's cap a e i o u	Set 2 Story 2 A bad fox a e i o u	Set 2 Story 3 Big Blob and Baby Blob a e i o u	Set 2 Story 4 Tim and Tom a e i o u	Set 2 Story 5 Tag a e i o u	Set 2 Story 6 Elvis a e i o u	Set 2 Story 7 Flip Frog and the bug a e i o u	Set 2 Story 8 Red Ken a e i o u	Set 2 Story 9 Billy the Kid a e i o u	Set 2 Story 10 In the bath a e i o u
Set 2a Story 1 Skateboard Sid and the hat a e i o u	Set 2a Story 2 Stop! a e i o u	Set 2a Story 3 Popcorn a e i o u	Set 2a Story 4 The chest in the sand a e i o u	Set 2a Story 5 Tom's tricks a e i o u	Set 2 Non-fiction 1 Hens a e i o u	Set 2 Non-fiction 2 Spiders a e i o u	Set 2 Non-fiction 3 A pet goldfish a e i o u	Set 2 Non-fiction 4 What is it? a e i o u	Set 2 Non-fiction 5 Puppets a e i o u
Set 3 Story 1 Scruffy Ted ve ng nk tt ll ff ck	Set 3 Story 2 Tab the cat ll nk ck	Set 3 Story 3 In the sun ff nn sh ll ck	Set 3 Story 4 The dressing up box ck nk ng pp tt ll	Set 3 Story 5 Tab's kitten ff tt ng nk tch	Set 3 Story 6 Sanjay stays in bed ay	Set 3 Story 7 The greedy green gremlin ee	Set 3 Story 8 In the night igh	Set 3 Story 9 Snow ow	Set 3 Story 10 So cool! oo
Set 3a Story 1 The troll in the pond ay	Set 3a Story 2 A map in the attic ay	Set 3a Story 3 The big match igh	Set 3a Story 4 Tortoise and Hare ow	Set 3a Story 5 Sol's balloon oo	Set 3 Non-fiction 1 Jay's clay pot ay	Set 3 Non-fiction 2 Beep! Beep! Clocks and watches ee	Set 3 Non-fiction 3 Bats igh	Set 3 Non-fiction 4 Light and shadow ow	Set 3 Non-fiction 5 Baboons oo
Set 4 Story 1 Playday ay	Set 4 Story 2 I think I want to be a bee	Set 4 Story 3 A bad fright igh	Set 4 Story 4 Follow me! ow	Set 4 Story 5 Too much! oo	Set 4 Story 6 A good cook? oo	Set 4 Story 7 Come on, Margo!	Set 4 Story 8 My sort of horse	Set 4 Story 9 Haircuts air	Set 4 Story 10 My best shirt

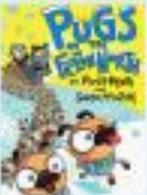
	ee					ar	or oor ore		ir
Set 4 Story 11 Look out! ou	Set 4 Story 12 Hunt the tortoise oi oy	Set 4 Non- fiction 1 Jam tarts ar	Set 4 Non- fiction 2 Horses or	Set 4 Non- fiction 3 Up in the air air	Set 4 Non- fiction 4 Blackbirds ir	Set 4 Non- fiction 5 Jim's house ou			
Set 5 Story 1 The duckchick a e i o u	Set 5 Story 2 Off sick a e i o u	Set 5 Story 3 Tom Thumb a e i o u	Set 5 Story 4 The gingerbread man e ea	Set 5 Story 5 Robin Hood oo	Set 5 Story 6 Lost ay	Set 5 Story 7 Do we have to keep it? ee	Set 5 Story 8 Danny and the Bump-a-lump igh	Set 5 Story 9 Grow your own radishes ow	Set 5 Story 10 The foolish witch oo oo
Set 5 Non- fiction 1 In the park ar	Set 5 Non- fiction 2 A sweetcorn salad or	Set 5 Non- fiction 3 Fun at the fair air	Set 5 Non- fiction 4 A model bird ir	Set 5 Non- fiction 5 A mouse in the house ou					
Set 6 Story 1 Barker ar	Set 6 Story 2 The poor goose or oor ore	Set 6 Story 3 Hairy fairy air	Set 6 Story 4 King of the birds ir	Set 6 Story 5 Our house ou	Set 6 Story 6 The jar of oil oi oy	Set 6 Story 7 Jade's party ay a-e a	Set 6 Story 8 Jelly bean ee ea e y	Set 6 Story 9 A box full of light igh i-e ie i	Set 6 Story 10 The hole in the hill ow o-e oe o
Set 6 Non- fiction 1 Save the whale a-e	Set 6 Non- fiction 2 How to make a peach treat ea	Set 6 Non- fiction 3 On your bike i-e	Set 6 Non- fiction 4 A hole in my tooth o-e	Set 6 Non- fiction 5 At the seaside a-e i-e o-e ea					
Set 7 Story 1 Rex to the rescue oo u-e ue	Set 7 Story 2 The lion's paw or oor ore aw	Set 7 Story 3 I dare you are air	Set 7 Story 4 Looking after a hamster ir ur er	Set 7 Story 5 How silly! ou ow	Set 7 Story 6 Wailing Winnie's car boot sale ay a-e ai aigh a	Set 7 Story 7 Toad ow o-e oa o	Set 7 Story 8 Andrew oo u-e ue ew	Set 7 Story 9 Dear vampire ire ear	Set 7 Story 10 Vulture culture ure ture
Set 7 Story 11 A celebration on planet Zox tion	Set 7 Story 12 A very dangerous dinosaur ous cious tious	Set 7 Story 13 The invisible clothes able ible ably ible	Set 7 Non- fiction 1 A job for Jordan or aw	Set 7 Non- fiction 2 A flight to New York u-e ew	Set 7 Non- fiction 3 The ice and snow book i-e	Set 7 Non- fiction 4 The Stone Age o-e	Set 7 Non- fiction 5 A place in space: The Moon a-e		

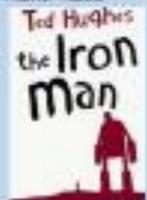
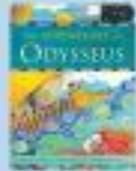
# Whole Class Guided Reading

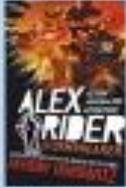
Long Term Plan

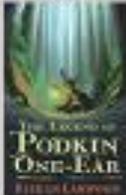
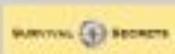
Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Autumn One</p> <p>Poetry Understanding of the World</p>	<p>2 days Slow read</p>	<p>Theme: Animals</p>  <p>Fiction: The Fox's Hoop</p>		<p>Theme: Animals</p>  <p>Non-fiction: The Wild Cat Guide</p>	<p>Theme: Animals</p>  <p>Fiction: The Crows Rabbit</p>	<p>Theme: Animals</p>  <p>Non-Fiction: Dangerous Creatures</p>	<p>Theme: Animals</p>  <p>Poem: The Old Lady Who Swallowed a Fly</p>	<p>Assessment Week</p>
<p>Autumn Two</p> <p>Classic Stories Poetry Understanding of the World</p>	<p>Theme: Fairy Tales</p>  <p>Fiction: The Three Little Pigs</p>	<p>Theme: Fairy Tales</p>  <p>Fiction: The Three Little Wolves and the Big Bad Pig</p>	<p>Theme: Fairy Tales</p>  <p>Non-Fiction: Aesop's fables</p>	<p>Theme: Fairy Tales</p>  <p>Poem: My Let's Cat</p>	<p>Theme: Holidays</p>  <p>Poem: The Night Before Christmas</p>	<p>Theme: Holidays</p>  <p>Non-Fiction: Holidays Around the World</p>	<p>Slow Read</p>  <p>Paddington with the Christmas Surprise</p>	
<p>Spring One</p> <p>Classic Stories Poetry</p>	<p>Theme: Beatrix Potter</p>  <p>Fiction: The Tale of Tom Kitten</p>	<p>Theme: Beatrix Potter</p>  <p>Fiction: Jemima Puddle-Duck</p>	<p>Theme: Beatrix Potter</p>  <p>Non-Fiction: Beatrix Potter Biography</p>	<p>Theme: Magic</p>  <p>Fiction: Winnie the Witch</p>	<p>Theme: Magic</p>  <p>Poem: The Magic Box</p>	<p>Assessment Week</p>		

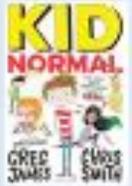
Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Spring Two</b>  Big Ideas Poetry Understanding of the World	Theme: Environment  Fiction: Greta and the Giants		Theme: Environment  Non-Fiction: Greta Thunberg Biography		Theme: Environment  Poem: Dreamer		1 day: RfP 2 days: WCCR 1 day: Past Paper 1 day: Slow Read	
<b>Summer One</b> SATs  Understanding of the World	Theme: Space  Fiction: Beegu		Theme: Space  Non-Fiction: Hidden Figures		Theme: Space  Video: <a href="#">The Way Back Home</a>		Assessment Week	
<b>Summer Two</b>  Big Ideas Poetry	Theme: Mental Health  Fiction: Ruby's Worry	Theme: Mental Health  Non-Fiction:	Theme: Mental Health  Poem: My Many Coloured Days	Theme: Transition/School  Fiction: Oh! The Places You'll Go!	Theme: Transition/School  Poem: A Kid in My Class			

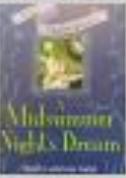
Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn One  Big Ideas Poetry	2 days Slow read.	Theme: Growth Mindset   Fiction: The Girl Who Never Made Mistakes	Theme: Growth Mindset   Non-Fiction: <a href="#">Mindset</a>	Theme: Growth Mindset   Poem: <a href="#">A Message From Your Brain</a>	Theme: Spooky!   Fiction: <a href="#">Zowie the Little Keyhole Ghost</a>	Theme: Spooky!   Non-Fiction: <a href="#">Diversity of Ghosts</a>	Theme: Spooky!   Poem: <a href="#">Be Very Afraid</a> by Carol Ann Duffy	Assessment Week
Autumn Two  Big Ideas Understanding of the World Poetry	Theme: Frost   Fiction: Pugs of the Frost North	Theme: Frost   Non-Fiction: <a href="#">Cute Animals</a>	Theme: Frost   Song: Let it Go from Frost	Theme: Christmas   Fiction: A Boy Called Christmas	Theme: Christmas   Non-Fiction: <a href="#">The Christmas Trees</a>	Theme: Christmas   Poem: <a href="#">The Christmas Tree</a> by Carol Ann Duffy	Slow Read	
Spring One  Classic Stories Big Ideas Understanding of the World Poetry	Theme: Farms   Fiction: Charlotte's Web	Theme: Farms   Non-Fiction: <a href="#">Farms Around the World</a>	Theme: Farms   Poem: <a href="#">The Farmer</a>	Theme: Citizenship   Fiction: Sofia Valdez Future Prez	Theme: Citizenship   Poem: Maya Angelou - Life doesn't frighten me at all.	Assessment Week		

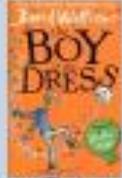
Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Spring Two</b> Understanding of the World Big Ideas	Theme: Environment  Fiction: The Tin Forest	Theme: Environment  Non-Fiction: The Lost Words	Theme: Environment  Poem: <a href="#">Wanted</a>	Theme: Magical Creatures  Fiction: How to Train Your Dragon	Theme: Magical Creatures  Non-Fiction: <a href="#">Fantastic Beasts and Where to Find Them</a>	Theme: Magical Creatures  Poem: Monster Poem		
<b>Summer One</b> Classic Stories Poetry	Theme: Roald Dahl  Fiction: Matilda	Theme: Roald Dahl  Non-Fiction: <a href="#">Roald Dahl</a>	Theme: Roald Dahl  Poem: <a href="#">Television</a>	Theme: Robots  Fiction: The Iron Man	Theme: Robots  Non-Fiction: <a href="#">How Does a Robot Get Work?</a>	Theme: Robots  Poetry: My Robot	Assessment Week	
<b>Summer Two</b> Understanding of the World Classic Stories	Theme: Sports/Activity  Fiction: <a href="#">The Lion Roars</a>	Theme: Sports/Activity  Non-Fiction: <a href="#">History of the Olympics</a>	Theme: Sports/Activity  Song: Eye of the Tiger	Theme: Adventure  Fiction: Adventures of Odysseus	Theme: Adventure  Song: Go the Distance from Hercules			

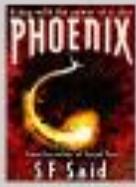
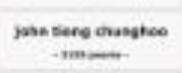
Year 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn One	2 days Slow read	Theme: Dentist  Fiction: Demon Dentist	Theme: Dentist  Non-fiction: Keeping our teeth healthy	Theme: Dentist  Poem: The dentist and the crocodile	Theme: Animals  Fiction: Varjak Paw	Theme: Animals  Non-fiction: Kung Fu	Theme: Animals  Poem: The Owl and the Pussycat	Assessment Week
Autumn Two	Theme: Monsters  Fiction: Ghasts of Howlfair	Theme: Monsters  Non-fiction: Loch Ness Monster	Theme: Monsters  Poem: Advice from Dracula	Theme: Spy  Fiction: Alex Rider	Theme: Spy  Non-fiction: Spy Gadgets	Theme: Spy  Song: The Writing's on the Wall	Slow Read – Christmas Focus	
Spring One	Gender Equality  Fiction: Billie Jean King's New Rock	Gender Equality  Non-fiction: Wonder Women	Gender Equality  Song: Sisters are doing it for themselves	Resilience:  Fiction: After the Fall	Resilience:  Poem: Still I Rise	Assessment Week		

Year 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Spring Two	Theme: Magic  Fiction: The 13 Treasures	Theme: Magic  Non-fiction: Fairy Facts	Theme: Magic  Song: It's a Kind of Magic	Theme: Egypt  Fiction: Secrets of a Sun King	Theme: Egypt  Non-fiction: Tutankhamun info			
Summer One	Theme: Bullying  Fiction: There's a Boy in the Girl's Bathroom	Theme: Bullying  Non-fiction: Anti-bullying campaign	Theme: Bullying  Poem: Cloud Busting	Theme: Chocolate  Fiction: The Great Chocolate	Theme: Chocolate  Non-fiction: How is chocolate made	Theme: Chocolate  Poem: Chocolate Cake	Recaman Week	
Summer Two	Theme: Rabbits  Fiction: The Legend of Podkin One-Ear	Theme: Rabbits  Fiction: The Miraculous Journey of Edward Tulane	Theme: Rabbits  Poem: Market Square	Theme: Survival  Fiction: Running on the Roof of the World	Theme: Survival  Non-fiction: How to survive a shipwreck			

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn One	2 days Slow read	Theme: Superheroes  Fiction: Kid Normal	Theme: Superheroes  Non-fiction: Stan Lee biography	Theme: Superheroes  Song: Superheroes	Theme: Mystery  Fiction: Mysterious Devices	Theme: Mystery  Non-fiction: Mystery of the Mary Celeste	Theme: Mystery  Film: Alma	Assessment Week
Autumn Two	Theme: Beetles  Fiction: Beetle Boy	Theme: Beetles  Non-fiction: Bug facts	Theme: Beetles  Poem: Forgiven	Theme: Space  Fiction: Comic	Theme: Space  Non-fiction: The universe	Theme: Space  Song: Rocket Man	Slow Read <a href="#">Yaris 2000 Advert</a>	
Spring One	Theme: Entertainment  Fiction: The Nowhere Emporium	Theme: Entertainment  Non-fiction: Should we stop animals in the circus?	Theme: Entertainment  Poem: Black Party – Robert Louis Stevenson	Theme: Diary entries  Fiction: Diary of a Lottery Winner's Daughter	Theme: Diary entries  Non-fiction: Anne Frank's diary	Assessment Week		

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Spring Two	Theme: Dreams  Fiction: Dreamcatcher	Theme: Dreams  Non-fiction: The origins of dreamcatchers	Theme: Dreams  Song: Dream Catch Me	Theme: Body image  Fiction: Wonder	Theme: Body image  Song: You're beautiful			
Summer One	Theme: Baba Yaga  Fiction: The House with broken legs	Theme: Baba Yaga  Non-fiction: Origins of Baba Yaga	Theme: Baba Yaga  Poem: Baba Yaga has tea with Koshka	Theme: Shakespeare  Fiction: A midsummer night's dream	Theme: Shakespeare  Non-fiction: William Shakespeare biography	Theme: Shakespeare  Poem: If we shadows have offended	Assessment Week	
Summer Two	Theme: AI  Fiction: Wildspark	Theme: AI  Non-fiction: Thinking machines	Theme: AI  Film: Bilo	Theme: Crime  Fiction: Holes	Theme: Crime  Poem: Desert			

Year 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn One	2 day Slow read		Theme: Stories from Ancient Greece  Fiction: Percy Jackson and the Lightning Thief	Theme: Stories from Ancient Greece  Non-fiction: Ancient Greek Gods	Theme: Stories from Ancient Greece  Video: Orpheus and Eurydice			Assessment Week
Autumn Two	Slow Read Town is by the sea  Analysis of text.	Theme: Future  Fiction: Mortal engines	Theme: Future  Non-fiction: Timelines of Science and Tech	Theme: Celebrating Difference  Fiction: Goldfish Boy	Theme: Celebrating Difference  Picture Book: Seal Surfer	Theme: Celebrating Difference  Fiction: The boy in the dress	Slow Read (2 day) Theme: Celebrating Difference Autism Tid Talk	
Spring One	<i>PYLD</i> Fiction: Treasure Island 	<i>PYLD</i> Non-fiction: Tsunami 	<i>PYLD</i> Fiction: The secrets of the Staffroom 	<i>PYLD</i> Non-fiction: Ecosystem 	<i>PYLD</i> Fiction: The Great Lizard 	<i>PYLD</i> Fiction: Magic Tapes 		

Year 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Spring Two	<p>PoL Fiction: My Shadow</p> 	<p>PoL Non-fiction: Composites</p> 	<p>Fiction: A Boy Called Hope</p> 	<p>Slow Read: Tuesday</p> 	<p>PoL: The Railway Children</p> 			
Summer One	<p>Theme: Fear</p>  <p>Fiction: The Graveyard Book</p>	<p>Theme: Fear</p>  <p>Non-fiction: The Raven</p>	<p>Theme: Fear</p>  <p>Picture book: The dark</p>	<p>Theme: Galaxy</p>  <p>Fiction: Phoenix</p>	<p>Theme: Galaxy</p>  <p>Non-fiction: SF Said interview</p>	<p>Theme: Galaxy</p>  <p>Poem: The Planets in Space</p>	Assessment Week	
Summer Two	<p>Theme: Earth</p>  <p>Fiction: The Last Wild</p>	<p>Theme: Earth</p>  <p>Non-fiction: Global Warming</p>	<p>Theme: Earth</p>  <p>Poem: Moment</p>					

Monday 13th September

Awful Aunty

The Boy in a Dress

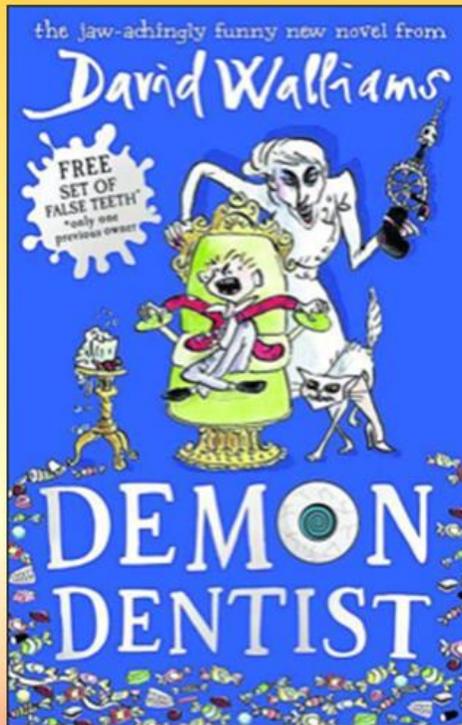
The Midnight Gang

Gangsta Granny

Ratburger

Mr Stink

Discuss the author, does anyone know who this is?  
Can you make any links in these texts?



Today we will be focusing on Miss Root, pay attention when we read about her.

New Vocabulary:

Stilts

Lacquered

Recounting

Collective

Descended

Unison

Assembled

The first thing you noticed about Miss Root was her teeth. She had the most dazzling white smile. Whiter than white. Like a fluorescent light. Her teeth were absolutely flawless. So flawless they couldn't possibly be real. The second thing you noticed about Miss Root was that she was impossibly tall. Her legs were so long and thin, it was like watching someone walk on stilts. She was dressed in a white laboratory coat, like the one a Science teacher wears when it's time for an experiment. Underneath the coat, her white blouse was matched by a long white flowing skirt. As she passed, Alfie looked down and

noticed a large splash of red on the toe of one of her shiny white high-heel shoes.

*Is it blood?* thought Alfie.

Miss Root's hair was white-blonde, and arranged in a perfectly lacquered 'do', usually only spotted on the heads of Queens or Prime Ministers. The 'do' was shaped much like a Mr Whippy ice cream, minus the flake, of course.

In a certain light she looked very old. Her features were narrow and pointy, and her skin pale as snow. However, the dentist had painstakingly painted on so much make-up that it was impossible to tell how old she really was.

50?

90?

900?

Finally Miss Root reached the front of the hall. She turned around, and smiled. The low winter sun shone through the high windows and bounced off her teeth, causing the front few rows to cover their eyes.

“Good morning, children...!” she said brightly. The dentist spoke in a singsong manner, as if she were recounting a nursery rhyme. There was a collective groan from the kids at being spoken to as if they were toddlers.

“I said, *good morning, children...*” repeated the dentist, and she fixed them all with a powerful stare. So powerful that soon a hush descended upon the room. Then in unison all the assembled pupils said:

“Good morning.”

“Let me introduce myself. I am your new dentist. My name is Miss Root, but I ask all my little patients like you to call me ‘Mummy’.”

Quickfire Questions:

What did Miss Root's hair look like?

How old is Miss Root?

What effect does the repetition in this section have?

her teeth. She had the most dazzling white smile. Whiter than white. Like a fluorescent light. Her teeth were absolutely flawless. So flawless they couldn't possibly be real. The second thing

## Think Like a Detective: Model question



Q: What impression do you have of the children listening to the assembly?

A: The children were bored, I think this because it says, 'there was a collective groan' and that makes it sound like they weren't interested. Also, they didn't reply to her straight away, she had to say good morning twice. If they were really interested and listening they would have answered right away!

Main Task:

What do you think of Miss Root?

You have to prove why you think that – there will be words and phrases that make you think what you do.

You must include those words and phrases.

Tuesday 14th September

New Vocabulary:

Fatal

Befell

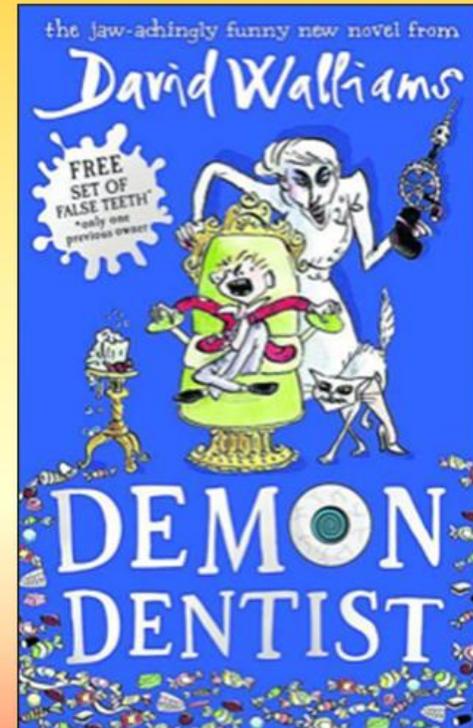
Wretch

Suffice

Embedded

Doddery

Lingered



“Let me introduce myself. I am your new dentist. My name is Miss Root, but I ask all my little patients like you to call me ‘Mummy’.”

Alfie and Gabz shared a look of disbelief.

“So can I hear a great big ‘Hello, Mummy’?  
After three! One, two, three...”

Miss Root mouthed the words silently as the children joined in.

“Hello, Mummy,” they murmured.

“Excellent! Now I came to this town when a very unfortunate, indeed fatal, accident befell Mr Erstwhile. The poor wretch must have

fallen on to one of his own dental instruments. Oh, the irony! Of course there’s no need to go into all the gory details, but suffice it to say, Mr Erstwhile was found lying on the floor of his surgery in a huge pool of blood. The dental probe was embedded deep in his heart...”

A deafening silence descended on the hall. Alfie gulped. It was a horrifying image. Mr Erstwhile may have been old and dodderly, but could he really have accidentally stabbed himself in the heart?

“Mummy would like you all to give one minute’s silence for Mr Erstwhile. Now close your eyes, children. All of you. No peeping!”

Alfie didn’t trust Miss Root enough to close his eyes. Nor did Gabz. Both screwed up their faces and squinted. From out of the tiny slits in his eyelids, Alfie spied something very strange. Instead of standing at the front with her own eyes closed, Miss Root tiptoed around the room inspecting all the children’s teeth. When she finally reached Alfie’s row at the back, the boy squeezed his eyes tightly shut for fear of getting into trouble. Miss Root must have lingered looking at his rotten set, as the boy could feel



her cold breath on his face for a while before she tiptoed back to the front of the hall.

“And that’s one minute!” the dentist announced. “Thank you, children, you can open your eyes...”

Alfie and Gabz looked at each other again. They were the only two kids who had witnessed Miss Root’s peculiar behaviour...

Act

Quickfire Questions:

What was the previous dentist's name?

Why didn't Alfie close his eyes?

What was Miss Root doing?

## Think Like a Detective: Model question



Q: What is David Walliams implying here?  
What do you want his reader to think?

**Alfie and Gabz shared a look of disbelief.**

A: David Walliams is implying that Alfie and Gabz both can't believe what Miss Root is saying, they think that she is crazy! The look of disbelief that they share means they both think the same thing, this makes me think that they don't trust her – if they did they would think what she said was okay.

A deafening silence descended on the hall. Alfie gulped. It was a horrifying image. Mr Erstwhile may have been old and doddery, but could he really have accidentally stabbed himself in the heart?

### Main Task

What is David Walliams implying here? What does he want his readers to think?

Start your answer with:

*David Walliams is implying that*

Wednesday 15th September

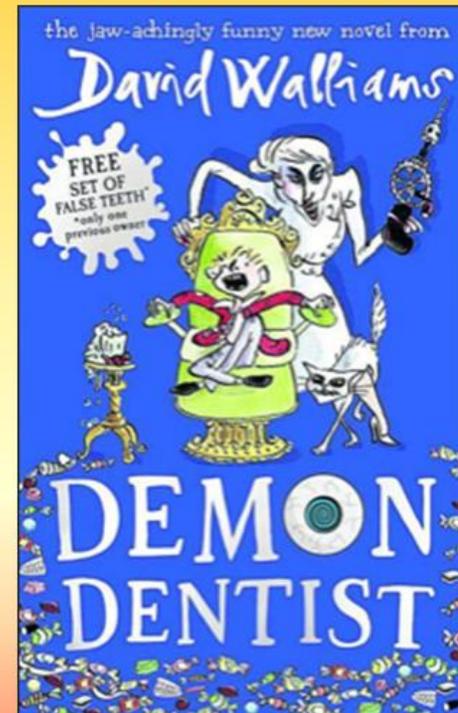
New Vocabulary:

Concluded

Tolerated

Incanted

Gnarled

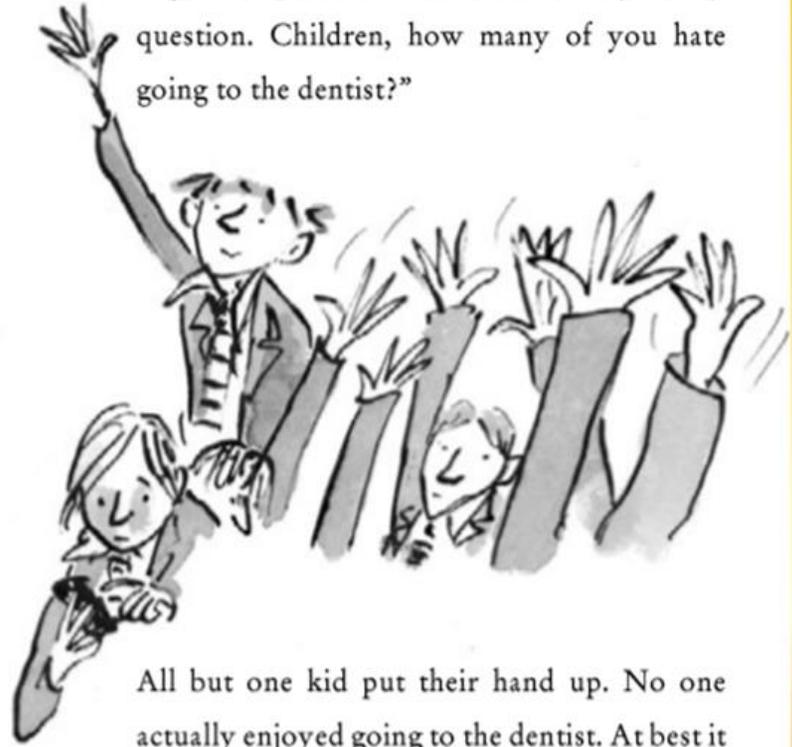


## Blacker than Black



“Of course, Mr Erstwhile will be sadly missed,” concluded Miss Root. “But as your new dentist I asked your wonderful headmaster if I could come here today. Mummy wanted to give you all a chance to get to know me, so I can welcome each and every one of you personally to my surgery. Now I am going to

begin today’s little talk with an incy-wincy question. Children, how many of you hate going to the dentist?”



All but one kid put their hand up. No one actually enjoyed going to the dentist. At best it was tolerated. The one boy who didn’t put his hand up was too busy texting.

Alfie reached his hand in the air as high as he could.

“Oh! So many hands. Ha ha!” she laughed, though not in a way that suggested she found it funny. “So how many of you **REALLY REALLY** hate going to the dentist...?” incanted Miss Root in that singsong voice of hers.

Most of the hands stayed up, and Alfie actually rose out of his chair so his hand would be the highest. This boy was the king of really really really hating going to the dentist. After he had the wrong tooth pulled out, no one in the known universe hated going to the dentist more than Alfie.

“Ho ho ho!” said the dentist.

“Who on earth says ‘Ho ho ho’?” whispered Alfie to Gabz.

“So lame!” replied the little girl.

“Well, Mummy is here today to tell you there is absolutely nothing to be scared of...”

The words danced in the air as she spoke. If her tone of voice was meant to sound reassuring, it didn't. It sounded the opposite of reassuring. It was in fact decidedly unreassuring\*.

“Now I need a volunteer, hands up...!” said the dentist.

All those little hands that had been up were now well and truly down. To avoid any confusion, Alfie shot his hands down to his feet. Any lower and they would be underground. He wanted there to be a less than zero chance that he would be picked.



“Nobody...?” asked Miss Root.

Even the swots and show-offs kept deadly silent.

---

\**Made-up word* **ALERT**

Activat  
Go to Se

“Come on, children, I don’t bite!” The dentist smiled and flashed her blindingly white teeth.

“Who hasn’t been to the dentist for a very very long time...?” she purred.

The pupils started whispering to each other and looking around. Soon hundreds of pairs of eyes were glaring at Alfie. Everyone at school had at some point noticed his teeth. They were so bad, they might as well have been a tourist attraction. They could even have their own café and gift shop.

Quickfire Questions:

Why did Alfie hate going to the dentist so much?

Why did people look at Alfie?

## Think Like a Detective: Model question



Identify the verb in the sentence below – we are going to look at author intention again.  
Performance read that sentence – now change the verb – how does the character change?

“Who hasn’t been to the dentist for a very very long time...?” she purred.

Main Task:

Identify one section of the text where a verb has been used that you think you can change to alter the character.

Rewrite and discuss how this has changed the character in your book.