



Whipton Barton Federation Reading Long Term Curriculum Map

At Whipton Barton Federation, we love reading and value the many benefits that it provides. We believe it is key for academic success and it plays a big part across our Curriculum on a daily basis. We promote a reading culture that inspires children to love reading, makes them want to read and helps them to develop into ardent, avid readers and life-long learners.

*"The more that you read, the more things you will know.
The more that you learn, the more places you'll go!"*

– Dr. Seuss

All children, from Nursery to Year 6, visit our Library each week; sessions can include input from adults about different authors, discussing and listening to stories or children can take out a book to take home and share with their family.

Children are able to use our Library for collaborative learning and developing independent research skills. Our Library Assistant supports children and staff in using the Library effectively and along with our pupil Library Monitors, helps to keep it organised, updated and accessible to all. Children in Years 2 to 6 follow Accelerated Reader (AR) - a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.

We love Accelerated Reader for the following reasons:

- 🌍 The programme gives children significantly greater choice in levelled books that offer appropriate challenge.
- 🌍 It provides immediate and regular feedback to children.
- 🌍 Accelerated Reader allows teachers to make in depth and accurate assessments of children's reading and comprehension.
- 🌍 Crucially, it motivates children to read independently and more frequently.
- 🌍 A love of reading is developed and fostered!








Children are able to choose books within their level from the Library. We work with our local Schools' Library Service to keep our book stock current and to ensure that we have something for everyone. Children are encouraged to recommend books to each other and to make suggestions to staff of any books that they'd like to see in our selection.

like to see in our

Children who are not yet following AR will take home a range of decodable phonics books that are matched to their phonics stage. The children will take home a book at the start of the week to practise the skills of decoding, comprehension and prosody. The second book the children will take home is their celebration read. The book that has been taught in school that week to build confidence and show success made. Adults will regularly listen to children read to assess their fluency and understanding and then match this to the appropriate book level. We expect families to regularly read with their children at home and make comments in their child's reading record.

In Early Reading, we recommend that children read their book three times at home; these sessions are designed to focus on three key reading skills:

-  decoding
-  prosody – reading with meaning, stress and intonation
-  comprehension – understanding the text







Years 2 to 6 have daily whole class Guided Reading lessons which focus on a different book each term; these are quality texts chosen by the English Leader and supported by Literacy Shed+. Adults and children read the book together and the discussions and learning are focused around skills such as fact retrieval, inference, understanding an author's choice of punctuation and vocabulary or summarising what they have read so far.

All year groups have Drop Everything and Read (DEAR) sessions at least once a day. This might involve the children reading independently to promote their reading for pleasure or being read to by the class teacher; it is a time for everyone to literally drop everything and enjoy reading, nothing else! We have carefully selected a rich range of DEAR books for the teachers to read to the classes – this selection incorporates five types of texts that children should have access to in order to successfully navigate reading with confidence. For example, texts with: archaic language, non-linear time sequences, complex narratives, figurative and symbolic elements and resistant meaning. Each classroom will have a selection of books in their classroom which is directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum and further develop their understanding and knowledge of their current topic.

"Reading is to the mind what exercise is to the body."

- Joseph Addison



Pre-School						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading						
Talk Through Stories	<p><i>Dear Zoo</i> by Rod Campbell</p> <p><i>Goldilocks and the Three Bears</i> by Mara Alperin</p> <p><i>The Three Little Pigs</i> by Mara Alperin</p> <p><i>The Three Billy Goats Gruff</i> by Mara Alperin</p> <p><i>Monkey Puzzle</i> by Julia Donaldson</p> 	<p><i>Room on the Broom</i> by Julia Donaldson</p> <p><i>Sparks in the Sky</i> by Twinkl</p> <p><i>Day Monkey Night Monkey</i> by Julia Donaldson</p> <p><i>Stickman</i> by Julia Donaldson</p> <p><i>Norman the Slug Who Saved Christmas</i> by Sue Hendra and Paul Linnet</p> 	<p><i>The Gruffalo</i></p> <p><i>Busy People – Vet</i> by Lucy George</p> <p><i>Frank the Farmer</i></p> <p><i>Busy People – Teacher</i></p> <p><i>Lanterns and Firecrackers</i></p> <p><i>A Chinese New Year Story</i></p> 	<p><i>Mr Wolf's Pancakes</i> by Jan Fearnley</p> <p><i>From Tadpole to Frog</i></p> <p><i>The Gingerbread Man</i> by Mara Alperin</p> <p><i>A Squash and A Squeeze</i> by Julia Donaldson</p> <p><i>We're Going on an Egg Hunt</i> by Martha Mumford and Laura Hughes</p> 	<p><i>The Smartest Giant in Town</i> by Julia Donaldson</p> <p><i>Jack and the Beanstalk</i> by Mara Alperin</p> <p><i>Six Dinner Sid</i> by Inga Moore</p> <p><i>Handa's Surprise</i> by Eileen Browne</p> <p><i>Billy's Bucket</i> by Kes Gray</p> 	<p><i>We're Going on a Bear Hunt</i> by Michael Rosen</p> <p><i>The Smeds and the Smoos</i> by Julia Donaldson</p> <p><i>Come to School Too, Blue Kangaroo</i> by Emma Chichester Clark</p> <p><i>Oliver's Milkshake</i> by Vivian French</p> <p><i>The Proudest Blue</i> by Ibthijah Muhammad</p> 



Reading at Home	Children are able to bring books in from home to share with the class, as well as taking picture books from our Library to share at home.
Reading for Pleasure	<p>Drop Everything and Read (DEAR)</p> <p>Daily DEAR slots for the adult to read to the class, which the children vote on each day.</p> <p>Daily storytelling sessions are timetabled.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p> <p>Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p>






Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Emergency! 	Superheroes 	Twisted Tales 	Poles Apart 	Into the Park We Go! 	Happy, Healthy Me! 
Reading						
Talk Through Stories	<p><i>Emergency</i> by Margaret Mayo</p> <p><i>Firefighter</i></p> <p><i>Doctor</i></p> <p><i>Police Officer</i></p> <p><i>Super Daisy</i> by Kes Gray</p> <p><i>Super Duck</i> by Jez Alborough</p> 	<p><i>Lighting a Lamp A Diwali Story</i></p> <p><i>Sparks in the Sky</i></p> <p><i>Zippo The Super Hippo</i> by Kes Gray</p> <p><i>Supertato</i> by Sue Hendra</p> <p><i>Supertato Evil Pea Rules</i> by Sue Hendra</p> <p><i>Pudsey's Great Fundraiser</i></p> 	<p><i>The Three Little Pigs</i></p> <p><i>Pigs Might Fly</i> by Jonathan Emmett</p> <p><i>Goldilocks and the Three Bears</i></p> <p><i>A Chair for Baby Bear</i> by Kaye Umansky</p> <p><i>The Enormous Turnip</i></p> <p><i>The Giant Carrot</i></p> 	<p><i>All Aboard the Bobo Road</i> by Christopher Corr</p> <p><i>A Dot in the Snow</i> by Corinne Averiss</p> <p><i>One Day on Our Blue Planet in the Savannah</i> by Ella Bailey</p> <p><i>One Day on our Blue Planet in the Ocean</i> by Ella Bailey</p> <p><i>Poles Apart</i> by Jeanne Willis</p> <p><i>Hope and Life: An Easter Story</i></p> 	<p><i>After The Storm</i> by Nick Butterworth</p> <p><i>The Secret Path</i> by Nick Butterworth</p> <p><i>One Springy Day</i> by Nick Butterworth</p> <p><i>The Bumpy Ride</i> by Nick Butterworth</p> <p><i>The Treasure Hunt</i> by Nick Butterworth</p> <p><i>Sweet Dates to Eat: A Ramadan and Eid Story</i></p> 	<p><i>Oliver's Vegetables</i> by Vivian French</p> <p><i>Eat Your Greens Goldilocks</i> by Steve Smallman</p> <p><i>The Healthy Wolf</i> by David Bedford</p> <p><i>Fussy Freda</i> by Julia Jarman</p> <p><i>Daisy Eat Your Peas</i> by Kes Gray</p> <p><i>The Frog Olympics</i> by Brian Moses</p> 






<p>Independent Reading and Reading at Home</p>	<p>Children are expected to read at least three times a week at home. We recommend that parents read each book three times following the session structure:</p> <ul style="list-style-type: none"> 🌱 decoding 🌱 prosody – reading with meaning, stress and intonation 🌱 comprehension – understanding the text <p>Adults at home record each time their child reads in their Reading Diary.</p> <p>Reading Diaries are checked twice weekly by adults.</p> <p>Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.</p>
<p>Reading for Pleasure</p>	<p>Drop Everything and Read (DEAR)</p> <p>Daily DEAR slots for the adult to read to the class, which the children vote on each day.</p> <p>Daily storytelling sessions are timetabled.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p> <p>Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p>
<p>Reading Assessment</p>	<p>Reading Early Learning Goal:</p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p>



Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Dinosaurs 	Location, Location, Location 	Ancient Egypt 	To Exeter and Beyond! 	Significant Sport Stars 	Wonderful Weather 
Guided Reading						
Literacy Shed Texts	The Clockwork Dragon by Jonathan Emmett	Mog's Christmas by Judith Kerr	Sleep Well Siba and Saba by Nansubuga Nagadya Isdahl	Town Mouse, Country Mouse by Libby Walden	Dogs Don't Do Ballet by Anna Kemp	Beegu by Alexis Deacon
Links to Wider Curriculum	An exciting adventure story to introduce Year 1 to Guided Reading. Works well with their English text which is also an adventure story.	A festive and humorous story for the children to enjoy in the run up to Christmas.	A story set in Uganda and the African plains to link in with the children's learning around another African country - Egypt.	A story about what the word 'home' really means to encourage the children to think about where they live. With rhyming verse and lots of challenging vocabulary to discuss.	A hilarious story about following your dreams to link in with their learning about Sports Stars achieving their dreams.	One from the Times Educational Supplement list of 100 Books to Read Before You Leave Primary School. A heart-warming story about being lost and lonely, reminding us how we should treat outsiders.



Literacy Shed Texts	Jim and the Beanstalk by Raymond Briggs	Winter's Child by Angela McAllister	Fairy Tale Pets by Tracey Corderoy	The Black and White Club by Alice Hemming	The Dark by Lemony Snicket	Grandad's Island by Benji Davies
Links to Wider Curriculum	Raymond Briggs brings humour, excitement and a delightful freshness to this fairy tale. Children will enjoy the character of the grumpy, old giant, the repeating structure of the story and the mischievous twist at the end! This follows on nicely from the children's learning about Jack and the Beanstalk at the end of Reception.	A magical, breath-taking story about friendship, change and nature to fit in with the time of year. Each illustration glimmers and gleams and the relationship between Tom and his family is touchingly explored, linking in nicely to the children's SMSC learning this term on Valuing Difference.	This is a delightfully fresh and funny take on the traditional fairy tale stories. There's plenty to talk about and lots to laugh at as the various fairy tale characters wreak havoc and mayhem throughout poor Bob's house. The story ends on an amusing cliff-hanger which will have younger children gasping in excitement!	A lovely, brightly illustrated book about friendship, acceptance and inclusion; that nobody should be treated differently, just because of what they look like.	A beautifully illustrated story about overcoming your fears. It follows on from the other Guided Reading book this term and also to link in with their learning in History about Significant Sports Stars who overcame fears and followed their dreams.	A stunning, moving picture book that subtly and sensitively tackles themes of loss, saying goodbye and grief. There is plenty to explore and enjoy on Grandad's peaceful island and this will link in well with the children's Science learning this term in the topic 'Treasure Island'.
Independent Reading and Reading at Home	<p>Children are expected to read at least three times a week at home. We recommend that parents read each book three times following the session structure:</p> <ul style="list-style-type: none">  decoding  prosody – reading with meaning, stress and intonation  comprehension – understanding the text <p>Adults at home record each time their child reads using the Online Reading Log.</p>					



Reading for Pleasure	The Online Reading Log will be checked weekly by adults.					
	Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.					
	Drop Everything and Read (DEAR)					
	Daily DEAR slots for independent reading or for the adult to read to the class.					
	Adults read a range of genres covering poetry, fiction and non-fiction.					
	Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.					
	Class Read Texts – Class 1					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Tales of Peter Rabbit – Beatrix Potter	Grandpa – John Burningham	The Three Little Wolves and the Big Bad Pig – Eugene Trivizas	The Heart and the Bottle – Oliver Jeffers	Lost and Found – Oliver Jeffers	Aesop's Fables
	Voices in the Park – Anthony Brown	Owl Babies – Martin Waddell	The Large Family Collection – Jill Murphy	Winnie the Pooh – A.A Milne	The Owl Who was Afraid of the Dark – Jill Tomlinson	The Day the Crayons Quit – Drew Daywalt
	Class Read Texts – Class 2					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Grandpa – John Burningham	The Tales of Peter Rabbit – Beatrix Potter	The Heart and the Bottle – Oliver Jeffers	The Three Little Wolves and the Big Bad Pig – Eugene Trivizas	Aesop's Fables	Lost and Found – Oliver Jeffers









	Owl Babies – Martin Waddell	Voices in the Park – Anthony Brown	Winnie the Pooh – A.A Milne	The Large Family Collection – Jill Murphy	The Day the Crayons Quit – Drew Daywalt	The Owl Who was Afraid of the Dark – Jill Tomlinson
Reading Assessment	<ol style="list-style-type: none"> 1. Apply phonic knowledge and skills as the route to decode words. (Word Reading) 2. Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. (Word Reading) 3. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (Word Reading) 4. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (Word Reading) 5. Read many common exception words from (English appendix 1). (Word Reading) 6. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. (Word Reading) 7. Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. (Word Reading) 8. Read other words of more than one syllable that contain taught GPCs. (Word Reading) 9. Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). (Word Reading) 10. Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words. (Word Reading) 11. Re-read phonically decodable books to build up fluency and confidence in word reading. (Word Reading) 12. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. (Comprehension) 13. Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences. (Comprehension) 14. Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). (Comprehension) 15. Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. (Comprehension) 16. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (Comprehension) 17. Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. (Comprehension) 18. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. (Comprehension) 19. Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher. (Comprehension) 20. Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading. (Comprehension) 21. Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. (Comprehension) 22. Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done. (Comprehension) 					



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| | <p>23. Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. (Comprehension)</p> <p>24. Participate in discussion about what is read to him/her, taking turns and listening to what others say. (Comprehension)</p> <p>25. Explain clearly his/her understanding of what is read to him/her. (Comprehension)</p> <p>Answer questions in discussion with the teacher and make simple inferences. (Comprehension)</p> |
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Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<p>Vile Victorians</p> 	<p>What a Wonderful World</p> 	<p>The Great Fire of London</p> 	<p>Let's Go To China</p> 	<p>World War II VE Day</p> 	<p>Our Food, Our World</p> 
Guided Reading						
Literacy Shed Texts	Izzy Gizmo by Pip Jones	The Deep Dark Wood by Algy Craig Hal	Eliot, Midnight Superhero by Anne Cottringer	The Monster Crisp-Guzzler by Malorie Blackman	The Conquerors by David McKee	Cereal Superfan by Julia Donaldson
Links to Wider Curriculum	A lively story about perseverance and overcoming your frustrations to inspire children at the start of Year 2 - a year of challenge and higher expectations.	A twist on the original story to prepare and inspire children for their English learning next term.	An exciting adventure story to prompt discussion around how Eliot, Midnight Superhero, would have saved London in 1666.	A hilarious, heart-warming, early chapter book about a very strange teacher indeed! Written by acclaimed black children's author, Malorie Blackman.	A story with a wonderful message about unconventional ways to deal with war and this message of warmth and kindness shines through.	A wonderful, fun, accessible story from Julia Donaldson. This book will stimulate lots of talk about favourite foods and where in the world they come from to link in with their Geography learning this term.



Literacy Shed Texts	Izzy Gizmo and the Invention Convention by Pip Jones	Little Red by Lynn Roberts	Toby and the Great Fire of London by Margaret Nash		Rooster Wore Skinny Jeans by Jessie Miller	
Links to Wider Curriculum	The sequel to the first book above to allow children to make comparisons and learn about stories from the same author.	Another wonderful, fresh re-telling of the classic fairy tale to inspire the children's writing in English next term. The story is witty and amusing and there's plenty of creepy, dark visual delights to pore over.	An action-packed historical adventure that seamlessly blends fact and fiction. Children will enjoy the pace and excitement, whilst learning lots of interesting facts about the Great Fire of London, which is their History topic this term.		A delightful story about overcoming the need to please others and the importance of being yourself.	
Independent Reading and Reading at Home	<p>Children are expected to read at least three times a week at home. We recommend that parents read each book three times following the session structure:</p> <ul style="list-style-type: none"> 🌱 decoding 🌱 prosody – reading with meaning, stress and intonation 🌱 comprehension – understanding the text <p>Adults at home record each time their child reads using the Online Reading Log.</p>					






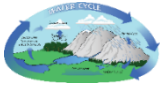


Reading for Pleasure	The Online Reading Log will be checked weekly by adults.					
	Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.					
	Drop Everything and Read (DEAR)					
	Daily DEAR slots for independent reading or for the adult to read to the class.					
	Adults read a range of genres covering poetry, fiction and non-fiction.					
	Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.					
	Class Read Texts – Class 1					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Magic Faraway Tree - The Enchanted Wood	The Wolf's Story: What Really Happened to Little Red Riding Hood – Toby Forward	Kaspar – The Prince of Cats – Michel Morpurgo	Magic Faraway Tree - The Folk of the Faraway Tree	Magic Faraway Tree - Up the Faraway Tree	Fantastic Mr Fox – Roald Dahl
	The Building Boy – Ross Montgomery	The Magic Faraway Tree – The Magic Faraway Tree	Mirror – Jeannie Baker	When the Rain Comes – Tom Pow	The Stinky Cheese Man and Other Fairly Stupid Tales – Jon Scieszka	The Chickens Build a Wall – Jean-Francois Dumont
	Class Read Texts – Class 2					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Fantastic Mr Fox – Roald Dahl	The Magic Faraway Tree - The Enchanted Wood	The Wolf's Story: What Really Happened to Little Red Riding Hood – Toby Forward	Kaspar – The Prince of Cats – Michel Morpurgo	Magic Faraway Tree - The Folk of the Faraway Tree	Magic Faraway Tree - Up the Faraway Tree



	The Chickens Build a Wall – Jean-Francois Dumont	The Building Boy – Ross Montgomery	The Magic Faraway Tree – The Magic Faraway Tree	Mirror – Jeannie Baker	When the Rain Comes – Tom Pow	The Stinky Cheese Man and Other Fairly Stupid Tales – Jon Scieszka
Reading Assessment	<ol style="list-style-type: none"> 1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. (Word Reading) 2. Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. (Word Reading) 3. Recognise alternative sounds for graphemes. (Word Reading) 4. Read accurately words of two or more syllables that contain graphemes taught so far. (Word Reading) 5. Read words containing common suffixes. (Word Reading) 6. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading) 7. Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. (Word Reading) 8. Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading) 9. Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. (Word Reading) 10. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently. (Comprehension) 11. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. (Comprehension) 12. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. (Comprehension) 13. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. (Comprehension) 14. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. (Comprehension) 15. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases. (Comprehension) 16. Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. (Comprehension) 17. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher. (Comprehension) Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. (Comprehension) 					



Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Prehistoric Britain 	Villages, Towns and Cities 	The Shang Dynasty 	Mountains, Volcanoes and Earthquakes 	Ancient Greece 	Weather and the Water Cycle 
Guided Reading						
Literacy Shed Texts	Stone Age Boy by Satoshi Kitamura	One Christmas Wish by Katherine Rundell	Varjak Paw by SF Said	The Iron Man by Ted Hughes	Free Lance and the Lake of Skulls by Paul Stewart and Chris Riddell	Pugs of the Frozen North by Philip Reeve and Sarah McIntyre
Links to Wider Curriculum	A story about a boy who travels back in time to the Stone Age, packed full of interesting facts.	A festive story about treasuring the people and values that really matter at Christmas.	A story about a cat who needs to save his family using a secret martial art to link in with the children's history learning and excite some of the reluctant readers in this year group.	Taken from the Times Educational Supplement list of 100 Books to Read Before You Leave Primary School. A compelling and exciting story with many excellent opportunities for vocabulary development.	Action-packed, thrilling adventure full of danger, monstrous hags, magic, myth, wit and humour. An eerie, exciting book perfect for struggling, or reluctant, readers.	It's a race to the top of the world! Packed full of jokes, characters and incident the children will enjoy linking in their learning about the frozen part of the weather cycle.



Literacy Shed Texts	Amazing Grace by Mary Hoffman	The Proudest Blue by Ibtihaj Muhammad				
Links to Wider Curriculum	An awesome story about being yourself and not letting barriers get in your way. You can be anything you want to be, even if people tell you, you can't. A ground-breaking book about race, gender and self-esteem.	Olympic medalist Ibtihaj Muhammad explores the unbreakable bond between siblings and being proud of who you are. Follows on from the them of the previous term's picture book and links in to the children's SMSC learning this term on Valuing Difference.				
Independent Reading and Reading at Home	<p>Children are expected to read at least five times a week at home.</p> <p>Adults at home record each time their child reads using the Online Reading Log.</p> <p>The Online Reading Log will be checked weekly by adults.</p> <p>Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.</p>					
Reading for Pleasure	<p>Drop Everything and Read (DEAR)</p> <p>Daily DEAR slots for independent reading or for the adult to read to the class.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p>					









	Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.					
	Class Read Texts – Class 1					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Charlotte's Web – E.B White	The Butterfly Lion – Michael Morpurgo	Woof – Allan Ahlberg	Peter Pan – J.M Barrie	The Case of the Lost Boy – Dori Butler	The Boy who grew Dragons – Andy Shepherd
	The Mysteries of Harris Burdick – Chris Van Allsburg	The Legend of Captain Crow's Teeth – Eoin Culfer	Revolting Rhymes – Roald Dahl	The Orchard Book of First Greek Myths – Saviour Pirotta	The Velveteen Rabbit – Margery Williams	The World According to Humphrey – Betty Bimey
	Class Read Texts – Class 2					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Butterfly Lion – Michael Morpurgo	Charlotte's Web – E.B White	Peter Pan – J.M Barrie	Woof – Allan Ahlberg	The Case of the Lost Boy – Dori Butler	The Case of the Lost Boy – Dori Butler
	The Legend of Captain Crow's Teeth – Eoin Culfer	The Mysteries of Harris Burdick – Chris Van Allsburg	The Orchard Book of First Greek Myths – Saviour Pirotta	Revolting Rhymes – Roald Dahl	The Velveteen Rabbit – Margery Williams	The Velveteen Rabbit – Margery Williams
Reading Assessment	1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1) 2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)					



3. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.
4. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways
5. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
6. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books
7. Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts
8. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination
9. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words
10. Understand what he/she reads independently by asking questions to improve his/her understanding of a text
11. Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
12. Understand what he/she reads independently by predicting what might happen from details stated
13. Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these
14. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech
15. Retrieve and record information from non-fiction
18. Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say



Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<div>Roman Britain</div> <div></div>	<div>Rivers</div> <div></div>	<div>Anglo-Saxons and Scots</div> <div></div>	<div>Migration</div> <div></div>	<div>Vikings</div> <div></div>	<div>Natural Resources</div> <div></div>
Guided Reading						
Literacy Shed Texts	Who Let the Gods Out by Maz Evans	The Legend of Spud Murphy by Eoin Colfer	Planet Omar: Accidental Trouble Magnet by Zanib Mian		How to Train Your Dragon by Cressida Cowell	The Firework-Maker's Daughter by Philip Pullman
Links to Wider Curriculum	An epic and hilarious adventure story to start the year, packed to the brim with amazing characters. It also links back to their Ancient Greece topic in Year 3.	A story about two boys who unwillingly have to spend time in the library with the nasty librarian and her potato gun! The boys discover a love of books and that Mrs Murphy isn't so bad after all. Boys in this year group particularly, will find this book funny and engaging.	The combination of Zanib Mian's hilarious text and Nasaya Mafaridik's fantastic cartoon-style illustrations make the Planet Omar series perfect for fans of Tom Gates and Wimpy Kid. This book also links in well with the children's RE learning about Muslim as Omar and his family are Muslim.		This is a hilarious, face paced story with wonderful illustrations and exciting scenes – perfect for children in studying the Vikings.	A very different kind of story this term and more advanced in preparation for children moving on.
Literacy Shed Texts						



			My Name is Not Refugee by Kate Milner			
Links to Wider Curriculum			This is a powerful and moving exploration that draws the young reader into each stage of the journey, inviting the chance to imagine the decisions he or she would make. Links in well with their Geography topic, Migration.			
Independent Reading and Reading at Home	Children are expected to read at least five times a week at home. Adults at home record each time their child reads using the Online Reading Log. The Online Reading Log will be checked weekly by adults. Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.					
Reading for Pleasure	Drop Everything and Read (DEAR) Daily DEAR slots for independent reading or for the adult to read to the class. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.					
	Class Read Texts – Class 1					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6









	The Railway Children – Edith Nesbit	Farm Boy – Michael Morpurgo	The Witches – Roald Dahl	Emil and the Detectives – Erich Kastner	The Five Realms: The Legend of Podkin One-Ear – Keiran Larwood	Love that Dog – Sharon Creech
	This Bee is not Afraid of Me – Fran Long and Isabel Galleymore	Max and the Millions – Ross Montgomery	The Molehouse Cat – Antonia Barber	The Midnight Fox – Betsy Byars	Operation Gadgetman! – Malorie Blackman	Cloud Busting – Malorie Blackman
	Class Read Texts – Class 2					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Farm Boy – Michael Morpurgo	The Railway Children – Edith Nesbit	Emil and the Detectives – Erich Kastner	The Witches – Roald Dahl	Love that Dog – Sharon Creech	The Five Realms: The Legend of Podkin One-Ear – Keiran Larwood
	Max and the Millions – Ross Montgomery	This Bee is not Afraid of Me – Fran Long and Isabel Galleymore	The Midnight Fox – Betsy Byars	The Molehouse Cat – Antonia Barber	Cloud Busting – Malorie Blackman	Operation Gadgetman! – Malorie Blackman
Reading Assessment	<ol style="list-style-type: none"> 1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1) 2. Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1) 3. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 4. Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes 5. Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read 					



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| | <ol style="list-style-type: none">6. Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally7. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination8. Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry9. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books10. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context11. Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity12. Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text13. Understand what he/she reads independently by predicting what might happen from details stated and implied14. Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these15. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials16. Retrieve and record information from non-fiction over a wide range of subjects <p>Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p> |
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Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Benin Kingdom 	Slums 	Medieval Monarchs 	Earth's Biomes 	Local History Study – Exeter 	Energy and Sustainability 
	Guided Reading					
Literacy Shed Texts	Harry Potter and the Philosopher's Stone by J.K. Rowling	Kensuke's Kingdom by Michael Morpurgo	Cogheart by Peter Bunzl		Beowulf by Michael Morpurgo	A Series of Unfortunate Events by Lemony Snicket
Links to Wider Curriculum	Year 5's Guided Reading books are all texts that the children will study in English in Year 6					
	A classic that all children should read/hear and a more advanced book to start Year 5.	With themes of survival and setting up a home without anything to link to the topic.	A long text to be studied over two terms. Murder, mayhem and mystery meet in this gripping Victorian adventure. Children will be hooked and the strong, female heroine character to inspire all children.		The epic Anglo-Saxon legend is brilliantly recreated by one of the best children's authors. This will be an exciting reminder of their Anglo-Saxon topic	A bestseller in the top five bestsellers of the last decade, its hilarious humour is proven to be popular amongst young children. With rich and challenging



				in Year 4 and the children will go on to read the original in Year 6.	vocabulary and language.
Independent Reading and Reading at Home	<p>Children are expected to read at least five times a week at home.</p> <p>Adults at home record each time their child reads using the Online Reading Log.</p> <p>The Online Reading Log will be checked weekly by adults.</p> <p>Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.</p>				
Reading for Pleasure	<p>Drop Everything and Read (DEAR)</p> <p>Daily DEAR slots for independent reading or for the adult to read to the class.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p> <p>Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p>				
	Class Read Texts – Class 1				
	Term 1	Term 2	Term 3	Term 4	Term 5
	Black Beauty – Anna Sewell	Cosmic – Frank Cottrell-Boyce	Sky Song – Abi Elphinstone	Skellig – David Almond	The Wind in the Willows – Kenneth Grahame
					The Arrival – Shaun Tan









	Additional Texts: 1,000 Year Old Boy – Ross Welford All the Things That Could Go Wrong – Stewart foster Stig of the dump – Clive King A Kid in My Class – Rachel Rooney					
	Class Read Texts – Class 2					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Cosmic – Frank Cottrell-Boyce	Black Beauty – Anna Sewell	Skellig – David Almond	Sky Song – Abi Elphinstone	The Arrival – Shaun Tan	The Wind in the Willows – Kenneth Grahame
	Additional Texts: 1,000 Year Old Boy – Ross Welford All the Things That Could Go Wrong – Stewart foster Stig of the dump – Clive King A Kid in My Class – Rachel Rooney					
	Reading Assessment 1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling 2. Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3. Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 4. Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices 5. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing 6. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book 7. Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience					



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| | <ul style="list-style-type: none">8. Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context9. Understand what he/she reads by asking questions to improve his/her understanding of complex texts10. Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence11. Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied12. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader13. Distinguish between statements of fact and opinion14. Retrieve, record and present information from non-fictionParticipate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously |
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Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Industrial Revolution 	Local Field Work 	Civil Rights 	Population 	Twentieth Century Conflict 	Globalisation 
Guided Reading						
Literacy Shed Texts	There's a Boy in the Girls' Bathroom by Louis Sachar	Street Child by Berlie Doherty	Journey to Jo-Burg by Beverley Naidoo	The Boy in the Striped Pyjamas by Jon Boyne	Oranges in No Man's Land by Elizabeth Laird	Wonder by R.J. Palacio
Links to Wider Curriculum	A heart-warming story of a young boy's search for friendship and acceptance to start the children's last year of Primary School.	The unforgettable tale of an orphan in Victorian London, based on the boy whose plight inspired Dr Barnardo to found his famous children's homes. This exciting and gritty novel will engage children and link back to their learning about the Victorians from last term.	Gives the reader a glimpse into the life of a young black girl in South Africa under Apartheid, which the children will learn about during their topic.	A thought provoking story about friendship and the horrors of the Second World War, preparing the children for their next topic.	A story set in a different 20 th Century War than last term's, about how life continues in the midst of war and how children are the innocent victims caught up in it	A story to complete the children's time in Primary School, exploring how we behave towards others. A must-read for every Primary school child!



Independent Reading and Reading at Home	<p>Children are expected to read at least five times a week at home.</p> <p>Adults at home record each time their child reads using the Online Reading Log.</p> <p>The Online Reading Log will be checked weekly by adults.</p> <p>Every child reads to an adult each week in school and children who do not regularly read at home read daily to an adult in school.</p>					
Reading for Pleasure	<p>Drop Everything and Read (DEAR)</p> <p>Daily DEAR slots for independent reading or for the adult to read to the class.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p> <p>Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p>					
	Class Read Texts – Class 1					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	White Fang – Jack London	Northern Lights – Phillip Pullman	A Monster Calls – Patrick Ness	Holes – Louis Sachar	Granny – Anthony Horowitz	The Hobbit – J.R. Tolkien
	<p>Additional Texts:</p> <p>War Horse – Michael Morpurgo</p> <p>Below Zero – Dan Smith</p> <p>Goodnight Mr. Tom - Michelle Magorian</p> <p>Favourite Poems: 101 Children's Classics</p>					



	Class Read Texts – Class 2					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	White Fang – Jack London	Northern Lights – Phillip Pullman	A Monster Calls – Patrick Ness	Holes – Louis Sachar	Granny – Anthony Horowitz	The Hobbit – J.R. Tolkien
	Additional Texts: War Horse – Michael Morpurgo Below Zero – Dan Smith Goodnight Mr. Tom - Michelle Magorian Favourite Poems: 101 Children's Classics					
Reading Assessment	<ol style="list-style-type: none"> 1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling 2. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes 3. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions 4. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing 5. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books 6. Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart 7. Read age-appropriate books, including whole novels, with confidence and fluency 8. Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration 9. Understand what he/she reads by identifying how language, structure and presentation contribute to meaning 10. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 11. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning 12. Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for his/her views					



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