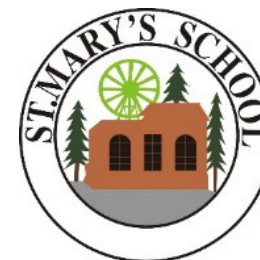




St. Mary's Church of England Primary School & Nursery

Be the BEST you can be.



The Reading Curriculum



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Reading Policy

Reading at St Mary's Primary School and Nursery

INTENT – The Aims of the Reading Curriculum

Reading has a high profile at St Mary's Primary School and Nursery. It is the key to effective learning. Children are encouraged to appreciate books, to read independently, to make good progress and to take immense pleasure in reading.

Our reading curriculum aims to:

- Develop and nurture an enjoyment and desire for reading.
 - High quality, language rich books are used as a stimulus for reading (and writing) lessons.
 - Stories are routinely read to children by a variety of adults in different contexts.
 - Children are exposed to a wide range of stimulating text types in their class and school library.
 - Pupils are given opportunities to apply their reading skills to real life contexts across the curriculum such as through diagrams, instructions, fact files and non-fiction texts.
- Develop independent and reflective readers who can read fluently for meaning.
 - There is a focus on pupils' fluency and reading stamina so children are able to read and comprehend challenging texts for longer periods of time.
 - Little Wandle is used as a highly systematic phonics first and fast approach to the teaching of early reading, ensuring children learn to decode accurately and with automaticity so that they can concentrate on drawing meaning from the texts they read.
 - There is explicit and progressive teaching of comprehension skills that enable children to access, understand and interpret what they read.
- Develop children who are language rich.
 - Teachers ensure there are rich opportunities for purposeful book talk during reading lessons.
 - Across the curriculum, children are systematically supported to build a wide and varied vocabulary.



IMPLEMENTATION of the St Mary's Primary School and Nursery Reading Curriculum

Reading in its entirety is a key priority at St Mary's Primary and is at the centre of all that we do. Teachers promote its enjoyment and importance in all aspects of our curriculum and across the school day. Teachers invest time in reading aloud to pupils in all year groups, from Nursery to Year 6, as well as discussing books they have enjoyed reading themselves. Initiatives are used throughout the school, to help keep pupils motivated and engaged.

Our reading curriculum has been carefully planned by the teaching staff as a whole to ensure progression in the following areas: decoding, comprehension and fluency.

The teaching of phonics

The teaching of early reading at St Mary's Primary is of paramount importance. At St Mary's, we continue to develop a team of expert reading teachers who teach early reading and phonics with fidelity and passion every day without fail.

We follow the Little Wandle systematic synthetic phonics programme, which includes the use of fully decodable books that align with the order in which sounds are taught in daily phonics lessons. We have also invested in providing our children with fully decodable books to take home to read and enjoy with adults in their families. This helps pupils to rehearse their application of phonic knowledge in a meaningful way that builds fluency. It also enables parents/carers to play an active part in children's early acquisition of reading skills. Any pupil, regardless of age, who face challenges in learning to read is provided with high quality, one-to-one or small group Little Wandle phonics tutoring every day by staff who are trained in leading reading interventions. This allows children to 'keep up' with the expected pace of learning rather than having to catch up'.

Reading in Reception

As well as the daily teaching of phonics as the route into decoding, in our Reception class all children have three dedicated reading sessions each week focusing on vocabulary, prosody (reading with expression) and comprehension. Identified children also read individually with an adult weekly.

We also take active steps to foster a love of reading from the outset. Classrooms have a child friendly and welcoming book corner and books are also available in other areas of the classroom and in the outdoor learning environment as well. Reading materials include: stories to read to the dolls/creatures in the roleplay area; books about engineering, bridges and buildings in the construction area; information books about minibeasts in the discovery area for example. Books are an integral part of the Reception setting and reading and book talk is an important part of the environment. When new topics/enquiries arise, children access information books to enhance the topics or search for information. We provide pupils with reasons to read. For example, adults will often scribe a story for a child and encourage them to read back through their writing. Children are encouraged to, alongside their decodable phonics book, take home a Reading for Pleasure book to share and enjoy reading together at home.



Carefully chosen books form the St Mary's Reading Spine. These books are read daily to the children and are accessible at all times for children to enjoy.

Reading in Year 1

In Year 1, as well as the teaching of phonics there is a focus on developing children's oral comprehension and reading for enjoyment.

All children have an opportunity to read individually with an adult at least once a week. This allows teachers to support children's individual reading needs. During English lessons, teaching teams look for opportunities to deepen 'book talk' and to develop children's spoken vocabulary. In Year 1 all children have three dedicated reading sessions each week focusing on vocabulary, prosody (reading with expression) and comprehension. Identified children also read individually with an adult weekly.

Carefully chosen books form the St Mary's Reading Spine. These books are read daily to the children and are accessible at all times for children to enjoy.

Reading in Years 2, 3 – 6 (Key Stage 2)

In Year 2 and Key Stage 2 children take part in a daily whole class reading lesson. The content of these lessons has been carefully planned by our staff team to ensure that the needs of our children are fully met. Each week, a section of text taken from Fred's Reading Scheme is chosen as the focus for the reading lessons for the week.

When planning reading lessons teachers follow a set structure:

- Monday: Monday's lesson is based on the class novel. Summarising key moments or events, making predictions, reading together, and in-depth discussions.
- Tuesday: During the reading lesson on Tuesday, teachers plan activities to broaden children's vocabulary. Children spend time discovering the meaning of unknown/unfamiliar words and teachers model strategies that the children can use to work out the meaning of words at the point of reading.
- Wednesday: The focus of the Wednesday reading lesson is developing children's fluency and reading stamina. Teachers employ a range of different strategies to support children to become fluent readers. Time is dedicated to encouraging children to pause in the correct places, and to read with expression and appropriate pace. Short retrieval questions are carried out at the end of the lesson in the form of a quiz/short answer session



- Thursday: Thursday's reading lesson focuses on developing children's ability to answer questions about a text. Teachers take a particular comprehension skill (for example inferring meaning, summarising sections of text, explaining the impact of word choices etc.) and teach children how to gather the information needed to respond to questions that assess their ability to be able to draw meaning from the materials they read.
- Friday: This lesson is used to complete comprehension activities, using either the class novel or an 'at distance' extract. Children work individually or in groups, with support as appropriate.

Books that the children take home are carefully chosen to match the children's interests and their level of fluency. In Year 2-6, once the children are able to read all the phonetically decodable books they then move onto the Accelerated Reader scheme.

Additionally, each class, each term, has a class novel which forms the 'St Mary's Reading Spine'. All children will engage with this carefully selected novel daily throughout the term focusing on fluency, content and enjoyment.

Provision for children with SEND and those who are working below the level expected for their age

Children who are reading at a level below that expected for their age receive additional decoding and fluency interventions that are planned and monitored by their teacher and/or the SENCO and delivered by teaching assistants who have received training in the provision of reading support.

Reading fluency sessions use 'echo reading' as a strategy to help build children's fluency. As appropriate pre-teaching is also used as a strategy to support inclusion and enable children with SEN to participate in whole class reading lessons. This includes a familiarisation session where key vocabulary is taught, the characters are introduced and the setting/context for the text is explored.

During class based reading lessons, reading activities are adjusted and scaffolds are put in place to ensure that children can independently complete as much of the activity as possible.

Those children for whom regular reading in school would support reading fluency, reading comprehension and/or support the development of a love of reading are read with regularly on a 1:1 basis.

Pupils working above the standard expected for their age

During reading lessons there will be a range of tasks that children need to complete, each becoming progressively more challenging. Teachers expect and support more able readers to complete all of the challenges set. Where appropriate, teachers will guide more able readers to skip initial challenges so that they start at the challenge level that will move their learning forward.



We have a number of reading enrichment activities, including:

- Reading Café, from term 3 in Reception. Parents and Carers are invited into school to read a handpicked story book with their child and engage in activities planned around the story theme.
- Bedtime stories in Reception and Key Stage 1, where the children come back to school and enjoy story time with their teacher and classmates, snuggled up in cosy nightclothes and a hot chocolate
- Regular book fairs from publishers of popular children's fiction and non-fiction titles.
- Celebrations for World Book Week including competitions, class teachers reading to another class and lots of amazing costumes!
- Visit from the local library to promote the Summer Reading Challenge
- Incentives for reading widely at home
- Author visits and workshops
- Storyteller visits
- Reading Buddies – teaming up of older and younger classes to share favourite books together.
- Library lunch-time reading club

Measuring the IMPACT of the St Mary's Primary School and Nursery Reading Curriculum

Assessment

Little Wandle provides detailed assessment procedures to ensure that all children on the programme make expected reading progress across Reception and KS1, and additional support is prioritised when a pupil starts to fall behind their peers. Teachers routinely complete Little Wandle assessments, and pupils' progress is closely monitored by the school's Early Reading Leader, who also monitors the teaching of reading.

Three times per year, standardised Reading Assessment (NFER) tests are used with pupils in Years 2 – 6 (and Year 1 in the summer term), to track progress and identify children who would benefit from additional support in reading. Alongside these reading comprehension assessments, teachers complete fluency checks and hold diagnostic reading conversations with pupils in their classes to build the detailed understanding of each child as a reader, required to facilitate effective next step planning of the reading curriculum.

Additionally, and equally importantly, the diagnostic reading discussions teachers and the Reading Leader hold with pupils, helps the school assess the impact of the reading curriculum children have accessed over time, because it is through such conversations that children's enjoyment in and engagement with the literature, authors, and illustrators they have been introduced to, shines through.



Reading Progression at St Mary's Primary School

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the National Curriculum reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. At St Mary's we introduce the children to VIPERS in Reception. VIPERS stands for Vocabulary Inference Prediction Explanation Retrieval Sequence or Summarise.

- See Appendix

	Reception Blue-Development Matters Green-ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING/FLUENCY	<p>*read individual letters by saying the sounds blend sounds into words to read short words made up of known letter-sound correspondences. read some digraphs and trigraphs that each represent one sound and say sounds for them.</p> <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</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>*read phonetically decodable texts confidently by blending the sounds and GPC that they have been taught so far – by the end of Year 1 they can read all 40 + phonemes.</p> <p>have a growing number of words they can read automatically including common suffixes, multi-syllabic words and contractions.</p> <p>begin to read using appropriate expression. read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. can read accurately by blending, including alternative sounds for graphemes and multi-syllabic words containing these graphemes. They can read common suffixes and exception words, noting unusual correspondences. can read at a speed of 90 words per minute accurately without overt sounding and blending. demonstrate expression when reading aloud, particularly where characters are speaking in a story. Fluency is modelled and developed in Prosody</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. They can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Fluency is developed by choral reading in whole class reading and echo reading in</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>Fluency is developed by choral reading in whole class reading and echo reading in small groups where needed.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) and word endings, to read aloud fluently</p> <p>can read silently, aloud and chorally automatically recognising and grouping words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. reading sounds natural, as if they are speaking.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Fluency continues to be developed by choral reading in whole class reading and echo reading in small groups where needed.</p>



	<p>read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Fluency is modelled and developed in Prosody reading practice sessions</p>	<p>reread these books to build up their fluency and confidence in word reading</p> <p>Fluency is modelled and developed in Prosody reading practice sessions</p>	<p>reading practice sessions</p>	<p>small groups where needed.</p>		<p>Fluency continues to be developed by choral reading in whole class reading and echo reading in small groups where needed.</p>	
TRICKY/HIGH FREQUENCY WORDS	<p>Follow Little Wandle progression for tricky words</p> <p>read a few common exception words matched to the school's phonic programme</p> <p>read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Follow Little Wandle progression for Tricky words</p> <p>To read EYFS and Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words noting unusual correspondences between spellings and sound and where these occur in the word.</p>	<p>To read all common exception words from Y1 and Y2</p> <p>To begin to read Y3 and Y4 common exception words.</p>	<p>To read all Y3 and Y4 common exception words, discussing the unusual correspondences between spelling and sound where these occur in the word.</p>	<p>To read most Y5 and Y6 common exception words discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5 and Y6 common exception words discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
<p>Breadth of reading for pleasure and performance</p> <p>-LINKED TO ST MARY'S READING SPINE</p>	<p>listen to and discuss poems, stories and non-fiction at a level beyond that at which they can independently read.</p> <p>becoming very familiar with key stories, fairy stories and traditional</p>	<p>have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently</p> <p>listen to and can discuss a wide range of poems, stories and non-fiction at a</p>	<p>listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>becoming increasingly familiar with and retelling a wider range of stories and traditional tales.</p>	<p>recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding</p>	<p>discuss and compare texts from a wide variety of genres and writers.</p> <p>read for a range of purposes.</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>learning a wider range of poetry by heart</p> <p>read for pleasure, discussing, comparing and evaluating in depth</p>



	<p>tales, retelling them and considering their particular characteristics</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>level beyond that at which they can independently read.</p> <p>encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>recognise and join in with predictable phrases.</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>recognise simple recurring literary language in stories and poetry.</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>through intonation, tone, volume and action</p> <p>use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>identify themes and conventions in a wide range of books.</p> <p>refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>learning a wider range of poetry by heart</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>learning a wider range of poetry by heart</p> <p>recognise more complex themes in what they read (such as loss or heroism).</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>
VOCABULARY	<ul style="list-style-type: none">• use talking about books to clarify their thinking, ideas and feelings e.g. linking to their own experiences.• join in with join in with well-	<ul style="list-style-type: none">• discuss word meanings, linking new meanings to those already known• draw upon knowledge of vocabulary in order to understand the text• join in with predictable phrases	<ul style="list-style-type: none">• discuss and clarify the meanings of words; link new meanings to known vocabulary• discuss favourite words and phrases• recognise some recurring language in stories and poems	<ul style="list-style-type: none">• use dictionaries to check the meaning of words that they have read• discuss words that capture the reader's interest or imagination	<ul style="list-style-type: none">• using dictionaries to check the meaning of words that they have read• use a thesaurus to find synonyms• discuss why words have been chosen and the effect these have on the reader	<ul style="list-style-type: none">• explore the meaning of words in context, confidently using a dictionary• discuss how the author's choice of language impacts the reader• evaluate the author's use of language	<ul style="list-style-type: none">• evaluate how the author's use of language impacts upon the reader• find examples of figurative language and how this impacts the reader and contributes to meaning or mood



	<p>known or repeated phrases in stories using call and response</p> <ul style="list-style-type: none">• use pictures to discuss new vocabulary and link to words already known.• Use new vocabulary throughout the day• demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary• use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	<ul style="list-style-type: none">• use vocabulary given by the teacher• discuss favourite words and phrases		<ul style="list-style-type: none">• identify how language choices help build meaning• find the meaning of new words using substitution within a sentence	<ul style="list-style-type: none">• explain how words can capture the interest of the reader• discuss new and unusual vocabulary and clarify the meaning of these• find the meaning of new words using the context of the sentence	<ul style="list-style-type: none">• investigate alternative word choices that could be made• begin to look at the use of figurative language• use a thesaurus to find synonyms for a larger variety of words• re-write passages using alternative word choices• read around the word and explore its meaning in the broader context of a section or paragraph.	<ul style="list-style-type: none">• discuss how presentation and structure contribute to meaning• explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.
INFERENCE	<ul style="list-style-type: none">• can infer meaning about characters' feelings using pictures and verbally link	<ul style="list-style-type: none">• make inferences on the basis of what is being said and done• make basic inferences about characters' feelings by using what they say as evidence	<ul style="list-style-type: none">• make inferences about characters' feelings using what they say and do• infer basic points and begin, with support,	<ul style="list-style-type: none">• infer characters' feelings, thoughts and motives from their stated actions.• justify inferences by referencing a	<ul style="list-style-type: none">• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and	<ul style="list-style-type: none">• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying	<ul style="list-style-type: none">• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence



	these to their own experience.	<ul style="list-style-type: none">infer basic points with direct reference to the pictures and words in the textdiscuss the significance of the title and events	to pick up on subtler references. <ul style="list-style-type: none">answer and ask questions and modify answers as the story progressesuse pictures or words to make inferences	specific point in the text <ul style="list-style-type: none">ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.make inferences about actions or events	motives ('I know this because...' questions) <ul style="list-style-type: none">infer characters' feelings, thoughts and motives from their stated actions.consolidate the skill of justifying them using a specific reference point in the textuse more than one piece of evidence to justify their answer	inferences with evidence <ul style="list-style-type: none">make inferences about actions, feelings, events or statesuse figurative language to infer meaninggive one or two pieces of evidence to support the point they are makingbegin to draw evidence from more than one place across a text.	<ul style="list-style-type: none">discuss how characters change and develop through texts by drawing inferences based on indirect cluesmake inferences about events, feelings, states backing these up with evidenceinfer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point madedraw evidence from different places across the text
PREDICTION	<ul style="list-style-type: none">Makes suggestions about what might happen next or how a story might end based on events so far.Innovate stories through role-play and small world play.Anticipate – where appropriate – key events in stories	<ul style="list-style-type: none">predict what might happen on the basis of what has been read so far in terms of story, character and plotmake simple predictions based on the story and on their own life experiencebegin to explain these ideas verbally or through pictures	<ul style="list-style-type: none">predict what might happen on the basis of what has been read in terms of plot, character and language so farmake predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	<ul style="list-style-type: none">justify predictions using evidence from the textuse relevant prior knowledge to make predictions and justify themuse details from the text to form further predictions	<ul style="list-style-type: none">justify predictions using evidence from the textuse relevant prior knowledge as well as details from the text to form predictions and to justify themmonitor these predictions and compare them with the text as they read on	<ul style="list-style-type: none">predict what might happen from details stated and impliedsupport predictions with relevant evidence from the textconfirm and modify predictions as they read on	<ul style="list-style-type: none">predict what might happen from details stated and impliedsupport predictions by using relevant evidence from the textconfirm and modify predictions in light of new information
EXPLAINING	<ul style="list-style-type: none">can begin to explain who their favourite character is and why. They can say whether or not they like a story and begin to explain why.	<ul style="list-style-type: none">give opinion including likes and dislikeslink what they read or hear to their own experiencesexpress views about events or characters	<ul style="list-style-type: none">explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves	<ul style="list-style-type: none">discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference booksidentify how language, structure, and	<ul style="list-style-type: none">discuss words and phrases that capture the reader's interest and imaginationidentify how language, structure, and presentation contribute to meaning	<ul style="list-style-type: none">provide increasingly reasoned justification for viewsrecommend books for peers in detailgive reasons for authorial choicesbegin to challenge points of view	<ul style="list-style-type: none">provide increasingly reasoned justification for viewsrecommend books for peers in detailgive reasons for authorial choicesbegin to challenge points of view



	<ul style="list-style-type: none">• Listen to and talk about stories to build familiarity and understanding.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	<ul style="list-style-type: none">• explain clearly their understanding of what has been read to them	<ul style="list-style-type: none">• express own views about a book or poem• discuss some similarities between books• listen to the opinion of others	<p>presentation contribute to meaning of both fiction and non-fiction texts</p> <ul style="list-style-type: none">• recognise authorial choices and the purpose of these	<ul style="list-style-type: none">• recognise authorial choices and the purpose of these	<ul style="list-style-type: none">• begin to distinguish between fact and opinion• identify how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• explain and discuss their understanding of what they have read, including through formal presentations and debates	<ul style="list-style-type: none">• distinguish between fact, opinion and bias explaining how they know this.• identify how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• explain and discuss their understanding of what they have read, including through formal presentations and debates.
RETRIEVAL	<ul style="list-style-type: none">• can answer simple recall questions about stories without pictures or prompts.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	<ul style="list-style-type: none">• answer a question about what has just happened in a story• develop their knowledge of retrieval through images• recognise characters, events, titles and information• recognise differences between fiction and non-fiction texts• retrieve information by finding a few key words• contribute ideas and thoughts in discussion	<ul style="list-style-type: none">• independently read and answer simple questions about what they have just read• ask and answer retrieval questions• draw on previously taught knowledge• remember significant events and key information about the text that they have read• monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	<ul style="list-style-type: none">• use contents page and subheadings to locate information• learn the skill of 'skim and scan' to retrieve details• begin to use quotations from the text• retrieve and record information from a fiction text• retrieve information from a non-fiction text	<ul style="list-style-type: none">• confidently skim and scan texts to record details, using relevant quotes to support their answers to questions• retrieve and record information from a fiction or non-fiction text.	<ul style="list-style-type: none">• confidently skim and scan, and also use the skill of reading before and after to retrieve information• use evidence from across larger sections of text• read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.• retrieve, record and present information from non-fiction texts• ask own questions and follow a line of enquiry.	<ul style="list-style-type: none">• confidently skim and scan, and also use the skill of reading before and after to retrieve information• use evidence from across whole chapters or texts• read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.• retrieve, record and present information from a wide variety of non-fiction texts.• ask own questions and follow a line of enquiry.



SUMMARISE	<ul style="list-style-type: none">recall and order key events from the text. They use a story line or narrative in their role-play and small world play.with support, children can generate simple questions using who, when, what, how and why.	<ul style="list-style-type: none">discussing the significance of the title and eventsretell familiar stories orally e.g. fairy stories and traditional talessequence the events of a story they are familiar withbegin to discuss how events are linked	<ul style="list-style-type: none">discuss the sequence of events in books and how items of information are relatedretell using a wider variety of story language.order events from the text.begin to discuss how events are linked focusing on the main content of the story.	<ul style="list-style-type: none">identify main ideas drawn from a key paragraph or page and summarising thesebegin to distinguish between the important and less important information in a textgive a brief verbal summary of a story(teachers) begin to model how to record summary writingidentify themes from a wide range of booksmake simple notes from one source of writing	<ul style="list-style-type: none">use skills developed in year 3 in order to write a brief summary of main points, identifying and using important informationidentify main ideas drawn from more than one paragraphidentify themes from a wide range of bookssummarise whole paragraphs, chapters or textshighlight key information and record it in bullet points, diagrams, maps etc	<ul style="list-style-type: none">summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideasmake connections between information across the text and include this in an answerdiscuss the themes or conventions from a chapter or textidentify themes across a wide range of writing	<ul style="list-style-type: none">summarise information from across a text and link information by analysing and evaluating ideas between sections of the textsummarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideasmake comparisons across different bookssummarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs
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The Reading and Literature Spine

Foundation Stage - Reception

Foundation Stage-Reception Bold=Teaching text	Term 1 Good to be me	Term 2 Festivities	Term 3 Fairy Tales	Term 4 Space	Term 5 Superheroes	Term 6 Animals
English Topics	Stories (Familiar Settings/Other Cultures) Nursery Rhymes/Songs/Rhymes Non-Fiction-labels, sentence making	Stories (Familiar Settings) Poetry Nativity songs Nursery Rhymes/Songs	Stories(Fairy Tales) Sequencing Stories Story Maps Non-Fiction Recipes, Lists and Instructions Nursery Rhymes/Songs	Stories(Fantasy) Non fiction Nursery Rhymes/Songs	Stories(Fantasy/Other Cultures) Non-Fiction Nursery Rhymes/Songs	Stories (Narrative/Other Cultures) Nursery Rhymes/Songs
Books/Texts that support writing or cross-curricular subjects Red-T4W	Nursey Rhymes/Poems and songs: The Animal Fair A cat Came a Dancing, Heads Shoulder Knees and Toes, Clap Clap Hands 1,2,3, Days of the week song Good Morning Song Tidy up song Snack time rhyme Lunch time prayer 1. The First Rainbow 2. How do you Feel? -Non-Fiction 3. Harry and the dinosaurs go to school 4. Anna Hibiscus's Song-Other Cultures 5. Polar Bear, Polar Bear (x2 weeks) 6. All Join In-Poetry 7. At The Park Non-Fiction The New Children The Everywhere Bear We're going on a Bear Hunt Naughty Parents Polar Bear, Polar Bear My Body (Non-Fiction)) Citizenship picture books I hate my teddy bear Starting School So Much	Nursey Rhymes/Poems and songs: Billy's Firework Night, Remember, Remember, the 5th of November 1. We're going to catch the Monster (x3 weeks) 2. Where the Wild Things Are (x2 weeks) 3. The Diwali Story (Digital)-Non-Fiction/Other Cultures 4. Funnybones 5. The Nativity Story The Night Before Christmas The Snowman It was a cold, dark night The Colour Monster Lost and Found Remember, Remember the fifth of November Diwali Story Non-Fiction Let's Celebrate! Non-Fiction Deepaks' Divalli The 12 days of Diwali The Twelve Days of Christmas Wonky Donkey	Nursey Rhymes/Poems and songs: 5 currant buns, 5 Little Ducks, The Goats came marching, When Goldilocks went to the house of the bears, Goosey, Goosey, 5 little Monkeys 1. Three Billy Goats Gruff-(x2 weeks) 2. Castles (-Non-Fiction) 3. Goldilocks 4. Little Red Riding Hood 5. Gingerbread Man 6. Three Little Pigs	Nursey Rhymes/Poems and songs: Zoom, Zoom, Zoom 5 Little Men in a Flying Saucer, Hey Diddle Diddle, Space Rocket Song 5 Little Bunnies 1. Whatever Next? (x2 weeks) 2. Blast Off! (Ebook) -Non-Fiction 3. Aliens love underpants 4. Here Come the Aliens 5. Easter Story-Talk for writing	Nursey Rhymes/Poems and songs: Incey Wincey Spider, 5 Little Bats went on a flight, Clap, clap hands! Superhero Songs, Dance Thumbkin dance 1. Supertato (x2 weeks) 2. Super bat 3. Anansi -Other Cultures 4. Mr Gumpy's Outing 5. The Bad-Tempered Ladybird-Talk for Writing 6. Day and Night Animals –Non-Fiction	Nursey Rhymes/Poems and songs: Brush your teeth, If you're happy and you know it, I have a furry kitten, One big hippo balancing, We went to the animal fair, Hickety Pickety my red hen, I'm a pirate 1. Little Red Hen (x2 weeks) 2. We're going on a Lion Hunt 3. Farmer Duck 4. Handa's Surprise-Other Cultures 5. Rumble in the jungle-Poetry 6. On the Way Home- Talk for Writing Titu's troublesome tooth I am special, I am me!



	Cat's Colours Dogger (Jigsaw)					
Guided group Reading	Books matched to phonetic ability (see Little Wandle Scheme)					
Books for Daily Class Stories	<ul style="list-style-type: none"> Aaaaargh! Spider! The Hueys None the number 0123 Not Now Bernard Each Peach Pear Plumb Goodnight Moon We're Going On a Bear Hunt Mr Gumpy's Outing Don't Do That! The Paper Dolls Oi Frog Motor Miles Goodnight already! Shhhhh! Lit the flap book All Join In! (Poems) 	<ul style="list-style-type: none"> Who's got my hairy toe? The Washing Line On The Way Home Nativity Story Father Christmas Needs a Wee Dogger Wonky Donkey 	<ul style="list-style-type: none"> Oi Duck billed platypus Various Fairy Tales Do not Open this book Do not open this book again 	<ul style="list-style-type: none"> I'm coming to get you! Aliens Love Underpants Toys in Space Man on the Moon Field Trip to the Moon Beegu The Way Back Home How to catch a star Whatever next! What's Out There? Here we Are-(Non Fiction) The Very Hungry Caterpillar 	<ul style="list-style-type: none"> Jasper's Beanstalk Oliver's Garden Traction Man-meets Turbo Dog Traction Man-and the beach odyssey Supertato-and the Veggies of doom Supertato-Veggies Assemble Supertato-Carnival Catastrophe The incredible book eating boy 	<ul style="list-style-type: none"> Six dinner Sid Monkey Puzzle Rosie's Walk Oi Get off our Train Farmer Duck Handa's Surprise There's a shark in the bath The slightly annoying elephant I want a cat! Norman the slug with the silly shell The enormous crocodile Owl Babies Quick Quack Quinten
Reading Café Texts			Owl Babies The Very Hungry Caterpillar Oi Frog We're Going On a Bear Hunt	Aliens Love Underpants Aliens in Underpants save the world	Supertato Traction Man Oliver's garden Oliver's vegetables	Elmer Rest-TBC



Year 1 and 2 (B)

Year 1	Term 1 London's Burning	Term 2 Rainbow Bear	Term 3 The Gruffalo	Term 4 What's under My Feet?	Term 5 Childhood Now and Then: Terrific Toys	Term 6 Our Great Britain
English Units	Recount Retelling real events Talk for Writing Recount: Diary Writing Descriptive – <i>We're going on a Bear Hunt</i> Writing Using our senses London's Burning Senses poem	Non Chronological Report Information sheet Polar Bear fact file Harold and the Purple Crayon – Talk for writing Retelling a familiar story Using as a model to write their own Talk for Writing Poem/Riddle – Arctic Animals	Nocturnal Animals Fact File Story retelling – Talk for Writing My Monster Poem (using Gruffalo) format	Jake's plant - How to grow a plant The Lighthouse Keeper's Lunch – Talk for Writing Diary writing Acrostic Poem - Local area: Radstock	Dinosaurs Report Character Description - my Dinosaur Dinosaur Poem - riddles	Recount of education visit Descriptive writing – The Comet Repetitive poems
Books/Texts that support writing or cross-curricular subjects	<ul style="list-style-type: none">• We're Going on a Bear Hunt• The Great Fire of London: Famous People, Great Events• The Great Fire of London – beginning History• Fireoflondon.org.uk/game/• Toby and the Great Fire of London• The Baker's Boy and the Great Fire of London <u>Poetry:</u> <ul style="list-style-type: none">• Poems Out Loud• The Great Fire of London by Paul Perro	<ul style="list-style-type: none">• Rainbow Bear• Polar Bear Son: An Inuit Tale• Sensational – link to science• The Polar Bear's Home• Arctic Animals: Who's That?• Amazing Arctic Animals• Welcome to the Arctic <u>Poetry:</u> <ul style="list-style-type: none">• Arctic Animals: Who's That?• Sensational – link to science	<ul style="list-style-type: none">• The Gruffalo• Room on the Broom• J Donaldson books	<ul style="list-style-type: none">• Jake's Plant• The Lighthouse Keeper's Lunch	<ul style="list-style-type: none">• The Tiger Who Came to Tea	<ul style="list-style-type: none">• Example recounts• The Comet• Poems:<ul style="list-style-type: none">- Maps- Atlases
Books for Whole Class Stories	<ul style="list-style-type: none">• Peace At Last• Can't you Sleep Little Bear• Elmer• That Rabbit Belongs to Emily Brown	<ul style="list-style-type: none">• Stanley's Stick• Avocado Baby• The Elephant and the Bad Baby	<ul style="list-style-type: none">• The Smeds and The Smoos• What the Ladybird Heard• The Highway Rat	<ul style="list-style-type: none">• Knuffle Bunny• Beegu• You Can't Take an Elephant on a Bus	<ul style="list-style-type: none">• Dogger• Cops and Robbers• Cinnamon	<ul style="list-style-type: none">• You Choose• A Bear called Paddington• Dread Cat by Michael Rosen



	<ul style="list-style-type: none">I can only Draw Worms	<ul style="list-style-type: none">The Bad Tempered Ladybird	<ul style="list-style-type: none">The Gruffalo's ChildWhere the Wild Things AreOwl Babies			first Chapter book
Guided Group Reading	Books matched to phonetic ability (see Little Wandle Scheme)					



Year 1 and 2 (A)


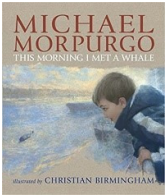
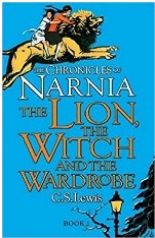


Year 2	Term 1 Out and About	Term 2 A Street Through Time	Term 3 Transport	Term 4 Sensational Safari	Term 5 Intrepid Explorers	Term 6 Commotion in the Ocean
English Topics	Stories by the same author – Anthony Browne Explanation texts Humorous poems	Narratives- The Bear and the Piano T4W Explanation texts Outdoor	Traditional Tales – Jack and the Beanstalk Non-chronological reports Biography about Florence Nightingale	Traditional Stories & Poems from African Culture Non-Chronological reports	Stories by the same author – Anthony Browne Explanation texts Humorous poems	Sea-themed stories Recounts & Letters Poems on a theme: <i>Where the Forest Meets the Sea</i> by Jeannie Baker
Books/Texts that support writing or cross-curricular subjects	<ul style="list-style-type: none">A range of books by Anthony Browne: Zoo Gorilla Silly Bily The Night Shimmy Willy the Dreamer Willy the Wimp Aliens Stole My Underpants by Brian Moses	<ul style="list-style-type: none">The Bear and the Piano T4WA range of Christmas poemsTwas the Night Before ChristmasWinter is....	<ul style="list-style-type: none">Florence Nightingale T4W BiographyJack and the Beanstalk	<ul style="list-style-type: none">A Kid's Guide to KenyaFatou, Fetch the WaterA range of African Animal poems – African Animals (Anon), Lions by Joshua Morton, Elephant by Imran Khan, The Lions Roar with a Fearful Sound by Mabel Segun, Animal Alliteration Poem by Brittany Hilbert, Snakes by Jordan SpikesDogs by Emily GravettMatilda's Cat by Emily Gravett	<ul style="list-style-type: none">A range of books by Anthony Browne: Zoo Gorilla Silly Bily The Night Shimmy Willy the Dreamer Willy the WimpAliens Stole My Underpants by Brian Moses	<ul style="list-style-type: none">John Patrick Norman McHennessy by John BurninghamDear Teacher by Amy HusbandCLICK, CLACK, MOO Cows That Type by Doreen CroninWhere the Forest Meets the Sea by Jeannie BakerAnthology of Wildlife Poetry- by Celia Warren



						Weightlessness, Sideways, Shock
Books for Whole Class Stories	<ul style="list-style-type: none">• Who's Afraid of the Big Bad Book? Lauren Child• Dr Xargle's Book of Earthlets Tony Ross• Tuesday David Wiesner• Flat Stanley Jeff Brown	<ul style="list-style-type: none">• The Day Louis Got Eaten• The Tiger Who Came To Tea• Supertato• Daisy Eat Your Peas	<u>Chapter book:</u> Einstein the Penguin by Iona Rangeley & David Tazzyman	<ul style="list-style-type: none">• The Lion in the Meadow• You Choose• The Pet That Flew• There's No Such Thing as a Dragon• Diary of a Wombat• The Queen's Nose by Dick King Smith	<ul style="list-style-type: none">• Who's Afraid of the Big Bad Book? Lauren Child• Dr Xargle's Book of Earthlets Tony Ross• Tuesday David Wiesner Flat Stanley Jeff Brown <u>Chapter book:</u> Adventuremice: Otter Chaos by Philip Reeve	<ul style="list-style-type: none">• Commotion in the Ocean• Sharing a Shell• Sally and the Limpet• A House for a Hermit Crab• Dougal's Deep Sea Diary• Rainbow Fish <u>Chapter book:</u> An Alien in the Jam Factory by Chrissie Sains
Whole Class Reading	Following Fred's Teaching Curriculum – see separate curriculum mapping					

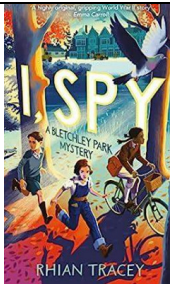

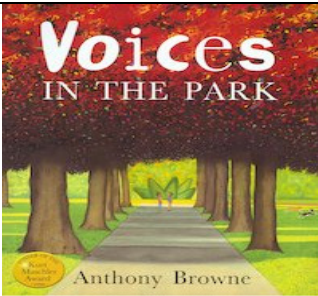
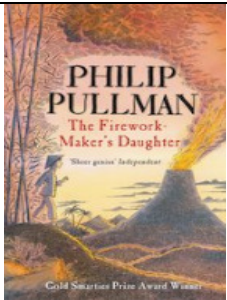
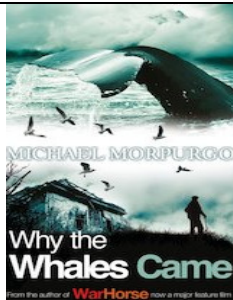


Year 3

Year 3	Term 1 Stone Age	Term 2 Volcanoes	Term 3 The Lion, the Witch and the Wardrobe	Term 4 The Romans	Term 5 Anglo Saxons	Term 6 Biomes of the World
English Topics	Instructional Writing Diary Entries Poetry	Explanation of the life cycle of a moth Disaster story: Volcanic panic.	Portal stories: Elf Road Book Reviews	Recount: Letter about Hare and Tortoise race Little Red Riding Hood Narratives Poetry: The Cave of Curiosity	Non-Chronological report: Dragons Narrative: The Papaya that spoke	Leaflets to persuade Playscripts T4W Poetry: Why do you get ideas from?
Books/Texts that support writing or cross- curricular subjects	<ul style="list-style-type: none"> Stone Age Boy, Satoshi Kitamura How to wash a woolly mammoth, by Michelle Robinson and Kate Hindley The Sound Collector', sound poem by Roger McGough 	<ul style="list-style-type: none"> Various explanation texts Escape from Pompeii, Christina Balit T4W Moth 	<ul style="list-style-type: none"> The Lion, The Witch and The Wardrobe BFG book review a Elf Road T4W 	<ul style="list-style-type: none"> Little Red Riding Hood Poem: The Cave of Curiosity Roman Diaries, The Journey of Iliona A Young Slave, Richard Platt range of information texts about the Romans 	<ul style="list-style-type: none"> Various examples of news reports 	<ul style="list-style-type: none"> Example persuasion leaflets T4W Poem Year 5/6 performance and playscript
Books for Whole Class Stories	<i>The Iron Man, Ted Hughes</i> 	<i>This Morning I Met A Whale, Michael Morpurgo</i> 	<i>The Lion, The Witch and The Wardrobe, C.S Lewis</i> 	<i>Romans on the Rampage, Jeremy Strong</i> 	<i>Freedom for Bron. N.S Blackman</i> 	<i>Stig of the Dump</i>
WCR	Following Fred's Teaching Curriculum – see separate curriculum mapping					


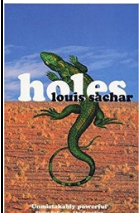






Year 4

Year 4	Term 1 WW2	Term 2 Our Changing Nation	Term 3 The Emperor's Egg	Term 4 Ancient Egypt	Term 5 India	Term 6 Costal Erosion
English Topics	Newspaper report. Narrative-The Lion and the Unicorn Poetry- Flanders Field	Persuasive letters *Narrative-The Magician's shop T4W *Poetry	The Emperor's Egg-Non-Chronological report. Narrative-Geronimo	Portal stories- Time Slip Scarab Recounts Debates: Should children do homework? Poetry - Haikus	Incredible India Persuasive leaflets. Mariana and The Merchild- Folk tale-Narrative Poetry	T4W Instructions-How to keep a Teacher Happy T4W-The King of the Fishes Poetry-Alphabet
Books/Texts that support writing or cross-curricular subjects	<ul style="list-style-type: none"> Year 4 Talk for Writing Book- Newspaper reports- Tornado destroys local House The Lion and The Unicorn-Shirley Hughes. Rose Blanche- Roberto Innocenti 	<ul style="list-style-type: none"> Various examples of persuasive letters The Magician's shop The Accidental Prime Minister. A Bear called Paddington Alice's adventures in Wonderland The Witches-Roald Dahl The Worst Witch-Jill Murphy Harry Potter and the Philosophers Stones 	<ul style="list-style-type: none"> The Emperors Egg-Martin Jenkins Mary Poppins-T4W website <ul style="list-style-type: none"> Geronimo Examples of newspaper reports 	<ul style="list-style-type: none"> The Scarabs Secret- Christina Balit There's a Pharoah in our Bath! Jeremy Strong The Kane Chronicles-Rick Riorden The Egyptian Cinderella- Shirley Climo Examples of Haikus 	<ul style="list-style-type: none"> Mariana and the Merchild T4W Various travel guides to India Travel videos of India 	<ul style="list-style-type: none"> Year 4 Talk for Writing book-How to Keep a Teacher Happy The King of the Fishes T4W Alphabet poetry T4W
Books for Whole Class Stories			 <p>update</p>			 <p>update</p>
WCR	Following Fred's Teaching Curriculum – see separate curriculum mapping					









Year 5

Year 5	Term 1 Vicious Vikings	Term 2 Amazing Americas	Term 3 Stargazers	Term 4 Off with their Heads!	Term 5 Mountains and Rivers	Term 6 Slave Trade
English Topics	Legends – Beowulf T4W Holiday brochure for Kilve court Poetry - Amulet by Ted Hughes T4W	Explanation text – Teacher Pleaser T4W The Game – T4W Poetry – The Kraken	Non-chronological report (fact-file) Science fiction narrative T4W	Newspaper report Alma suspense writing	Debates Narrative/Poetry - The Jabberwocky	Biographies Playscripts
Books/Texts that support writing or cross-curricular subjects	<ul style="list-style-type: none"> Beowulf Invaders and settlers Amulet by Ted Hughes 	<ul style="list-style-type: none"> Teacher Pleaser Machine The Game The Kraken 	<ul style="list-style-type: none"> Cosmic Various fact files Alien Landing T4W 	<ul style="list-style-type: none"> Various newspaper reports Alma extract Short film of Alma 	<ul style="list-style-type: none"> Various examples of debates T4W The Jabberwocky by Lewis Carroll 	<ul style="list-style-type: none"> The tempest Biographies of different famous people Little People, Big Minds
Books for Whole Class Stories/support topic/ whole class guided reading.	Viking boy 	Holes 	Cosmic 	Murder at twilight 	The explorer 	 Sky song
WCR	Following Fred's Teaching Curriculum – see separate curriculum mapping					



Year 6

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English Topics	Recount of school residential Writing a 'monsterology' guide The City of Silence Creative word play T4W	Persuasive Writing about Christmas Warning Story T4W Poetry: The 7 Joys of Harvest	Biographies Revision of key Writing Skills:	Building a portfolio for assessment. Adventure stories Poetry technique	Newspaper Hansel and Gretel	Lights, camera, action! Letters to Lifeskills Playscripts Poems on a theme of school and leavers
Books/Texts that support writing or cross-curricular subjects	<ul style="list-style-type: none"> Examples of recounts The City of Silence T4W T4W Monsters Mythology book 	<ul style="list-style-type: none"> Don't go out after dark. Warning Story T4W The 7 Sorrows of Autumn by Ted Hughes 	<ul style="list-style-type: none"> Greta Thunberg biography Various examples of biographies Little People, Big Minds Cogheart Descriptosaurus (Vocab book) Various text types: Viewpoints, description, predictions, trip advisor reviews, newspaper report 	<ul style="list-style-type: none"> Adventure at Sandy Cove T4W Descriptosaurus (Vocab book) 	<ul style="list-style-type: none"> Various newspaper examples Hansel and Gretel 	<ul style="list-style-type: none"> Examples of letters Playscript Various poems about leaving Boy – Roald Dahl Diary of Anne Frank I am Malala
Books for Whole Class Stories	The girl of ink and stars – Kiran Millwood Hargrave 	A star-spun web – Sinead O'Hart 	Cogheart – Peter Bunzl 	The last wild – Piers Torday 	Skellig –David Almond 	Kensuke's Kingdom – Michael Morpurgo 
WCR	Following Fred's Teaching Curriculum – see separate curriculum mapping					



Appendix:

1. Little Wandle Progression Document (Reception to Year 1)
2. Accelerated Reader (End of Year 2-Year 6)
3. FRED's Teaching (Year 2 -Year 6)



Reception Little Wandle Scheme of Learning (Curriculum)

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words	Review all taught so far



Year 1 Little Wandle Scheme of Learning (Curriculum)

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe



Accelerated Reader- End of Y2-Y6

Accelerated Reader monitors 24 literacy skills found in national standards and on many national tests. These skills are grouped into four categories: Constructing Meaning, Inferential Comprehension, Literary Analysis and Initial Understanding. The skills that Accelerated Reader monitors are listed in the table below:

Category	Literacy Skills
Constructing Meaning	<ul style="list-style-type: none">• Identifying the Overall Message• Responding to Literature• Recognising Persuasive Language• Identifying Reading Strategies• Differentiating Fact and Opinion• Deriving Word or Phrase Meaning
Inferential Comprehension	<ul style="list-style-type: none">• Recognising Cause and Effect• Making Predictions• Making Inferences• Drawing Conclusions• Comparing and Contrasting• Extending Meaning
Literary Analysis	<ul style="list-style-type: none">• Understanding the Author's Craft• Identifying Historic and Cultural Factors• Describing Characters• Understanding Literacy Features• Identifying Setting• Identifying Plot
Initial Understanding	<ul style="list-style-type: none">• Identifying Sequence• Identifying the Function of Dialogue• Identifying Feelings• Identifying Details• Identifying Reasons for Events• Describing Events



Domain	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Phonic knowledge and skills												
Word recognition												
Fluency and accuracy												
Vocabulary												
Discussion skills												
Understanding and interpreting texts												
Engaging and responding to texts												