

Reading Strategy

Early Years to Year 6

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Eastfield Primary Academy's Reading Strategy

Intent:

As a school, we believe every single child has the right to learn to read regardless of social and economic circumstances, ethnicity, gender, the language spoken at home and special educational needs. We believe the teaching of reading is fundamental to our school's improvement every year and we are continuously striving to enhance our provision of the teaching of reading. This is done by combining current research, trialled and tested interventions and incorporating our children's interests.

We want our children to be 'readers' and not just developing children that can read. Meek (1983) believes that, 'readers are made when they discover the activity is worth it' and we believe developing the love of reading is key to success in all areas of our curriculum. Also, we believe learning to read unlocks the ability of reading to learn.

According to Arlington et al (2008), 'some researchers suggest beginning readers need to read 600 - 1000 words a week to become competent readers'. At Eastfield, every attempt is given to ensure our children gain 'reading mileage' by exposing our children to many different genres of literature through our exciting curriculum and our whole class reading approach. Similarly, adults in our school model themselves as readers and believe in the significance of stories being read aloud to our children.

At Eastfield, we have a strategy for the teaching of reading. In the Early Years and Year 1, we have a strong emphasis on developing phonic knowledge and language acquisition. The delivery of our phonics teaching begins in our Nursery and we have a clear understanding of our children's abilities and intervene at the earliest point. Our teaching of reading is a constant cycle of using gaps analysis; securing the basics for progress to occur.

Through Key Stage One, our children continue to be exposed to a wide variety of engaging literature through both our reading and literacy sessions as well as a daily class read. There is a clear focus on mastering phonic knowledge. We continue our 'golden thread' of promoting a love for reading whilst developing the speed and fluency of reading; we begin to develop comprehension skills.

There are six strands to developing the skills of reading comprehension in Key Stage One. These support the children to interact in the moment with a text, to identify key points, and make inferences from what they are reading. They include:

Activating Prior Knowledge - children think about what they already know about a topic, from reading or other experiences, and try to make links. This helps children infer and elaborate, ask questions to fill in missing or incomplete information and use existing mental structures to support recall.

Vocabulary - children identify within the text the words that they do not understand and meaning is then explained and the vocabulary explored. Staff prior to using the text, identify the exact vocabulary they want the children to be able to define and feed this into the discussion if children do not identify it. This is also supported by children engaging in a wide variety of activities to deepen their understanding of unfamiliar words that hinder their comprehension. The designed activities reinforce phonic knowledge, develop an understanding of prefixes and suffixes in context and explore

other etymology and morphology activities. Other activities might include teaching children to read around the word and infer the meaning. **(Appendix 1)**

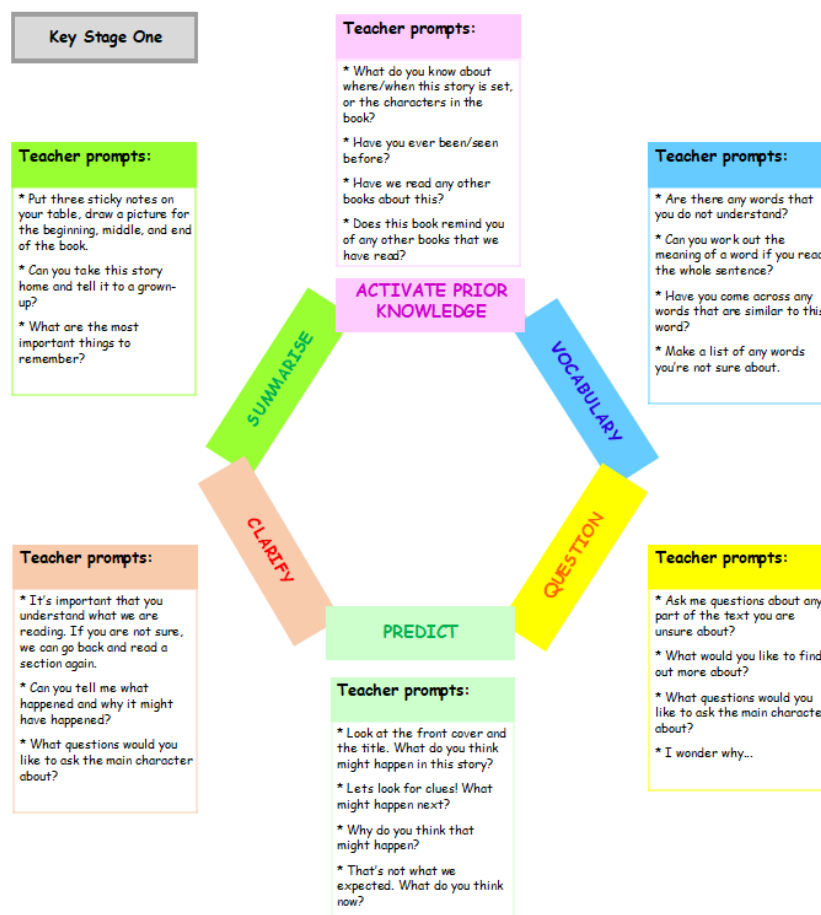
Questioning - children and staff generate their own questions about a text in order to check their comprehension. Children's questions may change at different points within the text as their understanding changes/deepens; they learn more about a character or a motive etc.

Predicting - children predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension. Predictions may change at different points within the text and the children are encouraged to change their opinions and justify their new ideas.

Clarifying - children identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning. Learning opportunities include children justifying authorial intent and an understanding of how language enhances meaning. Other opportunities designed may be around identifying themes or patterns in their understanding of what they have read.

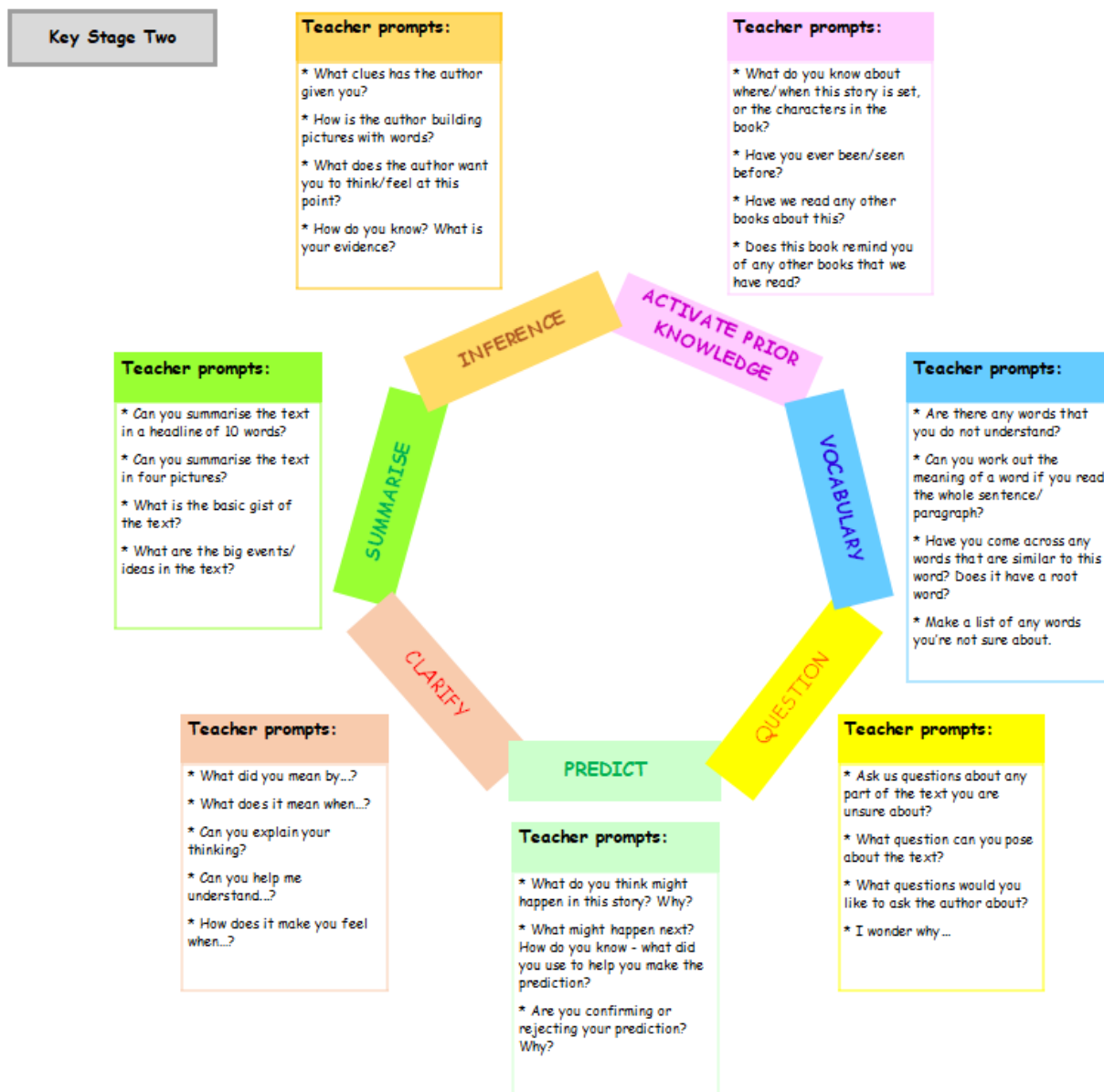
Summarising - children will learn how to precis what they have read and identify the key points and distinguish between important and non-important information succinctly describing the meaning of sections of the text. This causes children to focus on the key content, which in turn supports comprehension monitoring. Graphic organisers can be used to illustrate concepts and the relationships between them using diagrams.

Inference - in Key Stage 1, is taught implicitly based on children's life experiences and the literature they have been exposed to. Inference is woven through the six strands, teacher's scaffold and model to support the development of inference skills.



Through Lower Key Stage Two and into Upper Key Stage 2, we continue to expose children to a wide variety of engaging literature through both our reading and literacy sessions as well as a daily class read. We continue to developing the six strands of reading comprehension introduced in Key Stage One and introduce a seventh:

Inference - this is now taught explicitly, children infer the meaning of sentences from their context, exploring authorial intent, figurative language and narrative structures. Understanding the text allows the children to explore authorial intent and dig deep in to what the intentions of the author is/was.



The strategies are modelled, explicitly taught and practised to ensure that they become embedded and fluent. The amount of time dedicated to this varies according to the needs of the children, but a focus on the strategies is maintained, and their use evaluated alongside the development of background knowledge (cultural capital) and vocabulary, supporting children to become proficient readers.

The strategies can be introduced individually but children are taught when to use and combine strategies. The effectiveness of teaching children to integrate multiple strategies is well-supported by research evidence.

The use of these strategies is developed and refined as the reader learns which ones are best suited to aid their comprehension at the right time. Actively engaging with texts and monitoring their own understanding are essential as children develop the confidence to apply reading comprehension strategies independently in their own reading. These support the children to interact in the moment with a text, to identify key points, and make inferences from what they are reading.

At Eastfield, parental engagement is vitally important to develop our children's reading ability. As soon as our children begin in the Foundation Stage, we actively encourage parents to engage with our reading strategy.

Implementation:

Nursery:

Our children are taught the skills and strategies to read fluently and for meaning through a range of activities across their time at Eastfield.

Whilst in Nursery, children focus on:

- ✓ General sound discrimination; environmental, instrumental sounds & body percussions
- ✓ Rhythm and Rhyme
- ✓ Alliteration
- ✓ Voice Sounds
- ✓ Oral blending and segmenting

These skills are taught implicitly and explicitly across children's time in our Nursery setting.

As soon as our children are able to sit on the carpet area for 10 minutes, they begin learning phonemes (sounds). A phoneme is taught each week and the children have a daily phonic session (10 - 15 minutes). Children who access 30-hour funding with us have two daily phonic sessions to help strengthen their phonic development. Direct teaching is then supported by continuous provision and a reading rich environment.

Reception:

Whilst in Reception, children focus on:

- ✓ Applying their phonic knowledge in both their reading and writing (Phase 2 to Phase 4)
- ✓ Reading cvc, pseudo and real words

These skills are taught implicitly and explicitly across children's time in our Reception setting.

Our children access a daily phonic session (20 - 35 minutes), children are grouped according to their ability and needs for these sessions. Direct teaching is then supported by continuous provision and a reading rich environment.

2 Week Cycle		Phonics	Reading Session	Reading Plus	Class Read
Early Years	FS 1	Daily (10 to 15 mins)			Daily
	FS2	Daily (20 to 35 mins)			Daily

Within our Early Years setting we have identified a broad range of songs, nursery rhymes and texts to be explored as a minimum to ensure that our children move into Year 1 understanding story, rhythm and pattern; we do not leave this to chance. **Appendix 2**

Year 1:

Whilst in Year 1, children focus on:

- ✓ Applying their phonic knowledge in both their reading and writing (Phase 3 to Phase 5c/d).
- ✓ Reading pseudo and real words fluently.
- ✓ Reading and spelling all of the Y1 common exception words.
- ✓ Building reading fluency (60 words per minute).
- ✓ Autumn 2 onwards; 20 minutes intensive reading session - 6 sessions over a 2 week cycle.
- ✓ One text per two week cycle.
- ✓ Skills being taught across a 2 week cycle.
- ✓ Each reading session begins with all chorally reading the text to build the skill of fluency.
- ✓ Modelled phrases to engage with and encourage book talk. **Appendix 3**
- ✓ Mixed ability groupings - Kagan 4s.
- ✓ Per half term, a fiction, nonfiction and a poetry text are identified by the Reading Lead and class teacher to be taught; this ensures that a broad range of different texts are explored and link to the wider curriculum where possible (increasing 'Cultural Capital') and there is a clear progression in the literature accessed by our children across their time with us.

Appendix 2

These skills are taught implicitly and explicitly across children's time in Year 1.

Year 2:

Whilst in Year 2, children focus on:

- ✓ Recapping Phase 3 to Phase 5 knowledge.
- ✓ Consistently, applying their phonic knowledge in both their reading and writing (Phase 3 to Phase 5). From January, those children who are not secure in Phase 6 continue to access direct phonic input, as an intervention.
- ✓ Spelling, grammar and punctuation; common suffixes, homophones, contractions etc.
- ✓ Reading and spelling all of the Year 1 and Year 2 common exception words.
- ✓ 20 minutes intensive reading session - 6 sessions over a 2 week cycle. From January, these sessions become daily.
- ✓ One text per two week cycle.
- ✓ Skills being taught across a 2 week cycle.
- ✓ Each reading session begins with all chorally reading the text to build the skill of fluency.
- ✓ Modelled phrases to engage with and encourage book talk. **Appendix 3**
- ✓ Mixed ability groupings - Kagan 4s.
- ✓ Per half term, a fiction, nonfiction and a poetry text are identified by the Reading Lead and class teacher to be taught; this ensures that a broad range of different texts are explored and link to the wider curriculum where possible (increasing 'Cultural Capital') and there is a clear progression in the literature accessed by our children across their time with us.

Appendix 2

These skills are taught implicitly and explicitly across children's time in Year 2.

2 Week Cycle		Phonics			Reading Session				Reading Plus			Class Read
		Aut	Spr	Su	Aut 1	Aut 2	Spr	Su	Aut	Spr	Su	
KS1	Y1	Daily			Choral Read							Daily
	Y2	Daily	Intv	Intv	6 sessions	6 sessions	Daily	Daily		GDS = 6 sessions	GDS = 6 sessions	Daily

Lower Key Stage 2:

- ✓ 30 minute daily reading session, that is accessed across a 2 week cycle:
 - 6 sessions of Reading Plus (an adaptive literacy program that develops the fluency, comprehension, and motivation children need to be successful readers). For those children who are not ready to access Reading Plus, they receive the appropriate reading intervention at this time.
 - 4 intensive reading sessions.
- ✓ One text per 2-week cycle.
- ✓ Skills being taught across a 2 week cycle.
- ✓ Each reading session begins with all chorally reading the text to build the skill of fluency.
- ✓ Modelled phrases to engage with and encourage book talk. **Appendix 3**
- ✓ Mixed ability groupings - Kagan 4s.
- ✓ Per half term, a fiction, nonfiction and a poetry text are identified by the Reading Lead and class teacher to be taught; this ensures that a broad range of different texts are explored and link to the wider curriculum where possible (increasing 'Cultural Capital') and there is a clear progression in the literature accessed by our children across their time with us. **Appendix 2**
- ✓ A heavy influence on justifying responses by providing evidence from the text.

2 Week Cycle		Phonics	Reading Session	Reading Plus	Class Read
			Choral Read		
Lower KS2	Y3	Intervention	4 sessions	6 sessions	Daily
	Y4	Specific needs met	4 sessions	6 sessions	Daily

Upper Key Stage 2:

- ✓ 30 minute daily reading session, that is accessed across a 2 week cycle:
 - 6 sessions of Reading Plus (an adaptive literacy program that develops the fluency, comprehension, and motivation children need to be successful readers). For those children who are not ready to access Reading Plus, they receive the appropriate reading intervention at this time.
 - 4 intensive reading sessions.
- ✓ One text per 2-week cycle.
- ✓ Skills being taught across a 2 week cycle; as children move through in to UKS2, our children should be armed with a plethora of skills to read and understand what they have read. Our children should be well equipped with skills to tackle all types of comprehension questions
- ✓ Each reading session begins with all chorally reading the text to build the skill of fluency.

- ✓ Modelled phrases to engage with and encourage book talk. **Appendix 3**
- ✓ A Per half term, a fiction, nonfiction and a poetry text are identified by the Reading Lead and class teacher to be taught; this ensures that a broad range of different texts are explored and link to the wider curriculum where possible (increasing 'Cultural Capital') and there is a clear progression in the literature accessed by our children across their time with us.

Appendix 2

2 Week Cycle		Phonics	Reading Session	Reading Plus	Class Read
			Choral Read		
Upper KS2	Y5		4 sessions	6 sessions	Daily
	Y6		4 sessions	6 sessions	Daily

When children are new to our school, we assess and create a baseline within the first week of their arrival.

Literature across the Curriculum:

We ensure that children have access to a wide range of different types of literature by identifying the texts that are to be used within the reading sessions, the literacy sessions and the class reads, This enables the literature across school to support the wider curriculum and by the time the children leave in Year 6, they will have been exposed to:

- 36 poems
- 36 fiction texts
- 36 non-fiction texts
- 36 class reads

Reading material:

- Reading sessions - texts are pitched at ARE; children need to be able to engage and access these in order to develop comprehension skills.
- Literacy texts - these are chosen to align with the curriculum focus for the half term and are high quality picture books.
- Class Reads - texts are pitched above ARE; these texts are read, scaffolded and thinking modelled by the teacher.

Engaging Parents:

We have a wide range of reading material that children access to read at home. These follow a coloured book banding system that is aligned to our phonic progression (Letters & Sounds). We acknowledge it is the job of the school to teach children how to read but we know that the best readers will also be reading in the home environment. Each child has a reading book and a reading record and whenever a child reads, it is recorded in there. Workshops are held throughout different times of the year to inform parents and carers how we teach reading and phonics and the different skills involved.

Developing a Love of Reading:

Children are taught a love of reading through:

- ♥ listening to a wide range of stories in class and at assembly time
- ♥ sharing books with peers
- ♥ sharing books with a Reading Buddy
- ♥ using a book/story to support learning in other curriculum subjects
- ♥ having access to a wide range of high-quality scheme reading books to support the skill of learning to read
- ♥ having access to a wide range of high-quality books to read at home
- ♥ author visits
- ♥ theatre experiences both within and outside of school

Impact:

The monitoring of teaching and learning of reading takes place through various means and can be evident through many sources. We use a triangulation process of evidence of what can be seen in the classroom (through observation and learning walks); evidence in core skills reading activities, monitoring of children's progress within the Reading Plus program and the wider curriculum, and through monitoring of attainment and progress within reading and the Enquire Curriculum offer.

By the end of Nursery, most children will:

- ✓ Be secure in Phase 1 and working within Phase 2 of 'Letter and Sounds'.
- ✓ Recognise and use the 13 phonemes: *s a t p i n m d g o c k ck* in their reading and writing/mark-making.
- ✓ Some children will be reading Phase 2, set 1 and 2 reading books.

Communication & Language:

- ✓ Enjoy listening to longer stories and can remember much of what happens.
- ✓ Use a wider range of vocabulary.
- ✓ Understand 'why' questions
- ✓ Sing a large repertoire of songs.
- ✓ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- ✓ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Literacy:

- ✓ Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - Page sequencing
- ✓ Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound
- ✓ Engage in extended conversations about stories, learning new vocabulary.

By the end of Reception, most children will:

- ✓ Be secure in Phase 4 of 'Letter and Sounds'.
- ✓ Be reading book-banded books appropriate to their phonic phase.

Communication & Language:

- ✓ Engage in story times.

- ✓ Listen to and talk about stories to build familiarity and understanding.
- ✓ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- ✓ Use new vocabulary in different contexts.
- ✓ Listen carefully to rhymes and songs, paying attention to how they sound.
- ✓ Learn rhymes, poems and songs.
- ✓ Engage in non-fiction books.
- ✓ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy:

- ✓ Read individual letters by saying the sounds for them.
- ✓ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- ✓ Read some letter groups that each represent one sound and say sounds for them.
- ✓ Read a few common exception words matched to the school's phonic programme.
- ✓ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- ✓ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

By the end of Year 1, most children will:

- ✓ Word Reading:
 - apply phonic knowledge and skills as the route to decode words
 - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
 - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
 - read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
 - read other words of more than one syllable that contain taught GPCs
 - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
 - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
 - re-read these books to build up their fluency and confidence in word reading.
 - be reading Orange book-banded books.
 - read fluently so they can understand what they are reading (60 words per minute)
- ✓ 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 they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- ✓ Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- ✓ participate in discussion about what is read to them, taking turns and listening to what others say
- ✓ explain clearly their understanding of what is read to them

By the end of Year 2, most children will:

- ✓ **Word Reading:**
 - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
 - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
 - read accurately words of two or more syllables that contain the same graphemes as above
 - read words containing common suffixes
 - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
 - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
 - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
 - be reading Gold book-banded books.
 - re-read these books to build up their fluency and confidence in word reading (90 words per minute).
- ✓ **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 they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- ✓ **understand both the books that they can already read accurately and fluently and those that they listen to by:**
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

By the end of Year 4, most children will:

- ✓ Vocabulary:
 - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
 - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- ✓ Develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books English
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry
- ✓ Understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from non-fiction
 - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

By the end of Year 6, most children will:

- ✓ Vocabulary - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
- ✓ Maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - 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 English
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
- ✓ Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- ✓ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ✓ distinguish between statements of fact and opinion
- ✓ retrieve, record and present information from non-fiction
- ✓ 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
- ✓ 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
- ✓ provide reasoned justifications for their view

Exploring and Teaching Vocabulary

Prior to using the text, staff recognise the importance of identifying the exact vocabulary they want the children to be able to define and understand in order to comprehend the meaning of the text. They acknowledge that children are attempting to understand a text from varying starting points and therefore, do not assume that children will have prior experience of the language within the text, or have the correct definition. Staff explicitly teach and model the use of vocabulary within reading sessions to support children's understanding of the texts they are reading.

Tiered systems for selecting target words for explicit instruction (Beck & McKeown, 1985)



When reading texts with children outside of this time, staff use both explicit and implicit approaches to teach new vocabulary, ascertain children's understanding of vocabulary, as well as extending children's vocabulary.



EARLY YEARS:

Core Songs		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sing it Bag (with wooden pictorial representations of each song)	Number	Baa Baa Black Sheep	One, Two, Three, Four, Five	Five Little Ducks	Peter Hammers	Currant Buns	Ten Fat Sausages
	Actions	The Wheels on the Bus Wind the Bobbin up	The Grand Old Duke Of York	Miss Polly Twinkle, Twinkle, Little Star	Pat-a-Cake, Pat-a-Cake, Baker's Man Row, Row, Row Your Boat	I'm a Little Teapot We Can Play	Incy Wincy Spider
	Circle songs		Here We Go Round The Mulberry Bush		The Farner's in His Dell		Ring-a-Roses *
	Other	The Alley, Alley O	It's Raining, It's Pouring	I Hear Thunder		Polly Put the Kettle On	Old McDonald
	Jolly Postman Links	Hey Diddle Diddle		Old Woman Who Lived in a Shoe	Simple Simon met a Pieman	She Sells Seashells	

EARLY YEARS:

By the end of Foundation Stage, children will be familiar with:

Fairytales / Traditional Stories

(linked to Jolly Postman)

- Goldilocks and the Three Bears
- Jack and the Beanstalk
- Cinderella
- Little Red Riding Hood
- Three Little Pigs
- Hansel and Gretel
- The Gingerbread Man
- Little Red Hen

Religious Stories

(linked to RE curriculum)

Autumn 1

- The Christian Creation story. Genesis 1
- Adam and Eve. Genesis 2

Autumn 2

- Noah's Ark Genesis 6-9

Spring 1

- John the Baptist Matthew 3:1-17
- Story of Hannukah (FS2)
- Rama and Sita
- Sikh Holi (FS1)

Spring 2

- Jesus heals a blind man.
- The fisherman's net (FS1)
- Jesus and the Paralysed Man
- Jesus and the Hidden treasures (FS2)
- The Christian Easter story

Summer 1

- Abraham and Sarah - Genesis 12-17
- Moses - Exodus 1-20

Autumn 1:

Reading Session	Fiction	Charlie and Lola go to London	Pip: the different penguin
	Non Fiction	London Facts	Amazing Antarctica
	Poetry	My Gran Visits England (Grace Nichols)	The Owl & the Pussy Cat (Edward Lear) - Nonsense poem
Literacy Text		Driftwood Days	The Snail & the Whale
Class Read			

Autumn 2:

Reading Session	Fiction	The Diary of Samuel Pepys	Littlenose the Explorer
	Non Fiction	The Great Fire of London	Christopher Columbus (Factfile)
	Poetry	The Great Fire of London (George Szirtes)	In 1492 (Anonymous) - 14 stanza poem
Literacy Text		Vlad & the Great Fire of London	Journeys over land & Sea, Mary Brewster & the Mayflower
Class Read			

Spring 1:

Reading Session	Fiction	The Old Toyroom	The Parrott and the Bird Snatcher
	Non Fiction	Cool Cars	How to make a pancake
	Poetry	Caribbean Playground Song (James Berry)	The Seagulls (Free Verse)
Literacy Text		The Matchbox Diary	The Journey
Class Read			

Spring 2:

Reading Session	Fiction	Shaun flocks to the seaside	Jack and the bean stalk
	Non Fiction	Life at the Seaside (Non Chron)	Life at the beach
	Poetry	In the Park (Eloise Greenfield)	The Big City (Free Verse)
Literacy Text		The Mousehole Cat	Make Way for the Ducklings
Class Read			

Summer 1:

Reading Session	Fiction	Max and Margot (Narrative)	Bear Island (Picture Book)
	Non Fiction	All about Giraffes (Fact file)	Canada's Great Lakes
	Poetry	African Animals (Anonymous)	Canada (Limerick)
Literacy Text		Meerkat Mail / A Moment Like This	The Bear & the Piano
Class Read			

Summer 2:

Reading Session	Fiction	How to catch a vampire	Basic the Bear Cub
	Non Fiction	Plant life	The big blue whale
	Poetry		Black Bears (Acrostic)
Literacy Text		The Song of the Animal World (Anonymous)	
Class Read			

Autumn 1:

Reading Session	Fiction	The Little Mermaid (Narrative)	The Pack of Pompeii
	Non Fiction	Ocean Factfile	Volcanoes of the World
	Poetry	River Journey / The River (Free Verse)	Volcano by Valerie Dohren
Literacy Text		River Stories/ The Rhythm of the Rain / A River / Flotsam	Pebble in my Pocket
Class Read			The Giraffe, the Pelly and me- Roald Dahl

Autumn 2:

Reading Session	Fiction	Stig of the Dump	Caesar Killed! (Newspaper)
	Non Fiction	The Stone Age	Roman Coin (Newspaper)
	Poetry	Cave man (Diamante Poem)	The Portesham Mirror (Free Verse)
Literacy Text		Stone Age Boy	Diary of Iliana
Class Read			

Spring 1:

Reading Session	Fiction	Wolf Brother /Thesus and the Minotaur	The Saga of Ragnor (Saga)
	Non Fiction	Planets	Viking Longboats
	Poetry	My school days	To Asgard / Viking Poem (Rhyme)
Literacy Text		The Wild Girl	Arthur & the Golden Rope
Class Read			

Spring 2:

Reading Session	Fiction	The Secret of City Rivers	The Pasta Detectives
	Non Fiction	Easter Traditions	Italy (Tourism Review)
	Poetry	Sonnet for a Sphere (Sonnet)	Robert Browning The Italian In England
Literacy Text		The Dam	Escape from Pompeii
Class Read			

Summer 1:

Reading Session	Fiction	Escape to Australia	The three Little Pigs
	Non Fiction	Threats to the Great Barrier Reef	Europe (Travel Brochure)
	Poetry	The Crocodile (Lewis Carroll)	The Tyger (William Blake)
Literacy Text		Rainbow Bird	Katie dives into impressionism
Class Read			

Summer 2:

Reading Session	Fiction	Holly and her Hound	Romeo and Juliette (extract)
	Non Fiction	Weird and Wonderful Marine life	European Landmarks
	Poetry	My Face is a Map (Narrative)	I wandered lonely as a cloud
Literacy Text			

Class Read		Vivienne Westwood - Little People Big Dreams/Along Came Coco - A story about Coco Chanel
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Autumn 1:

Reading Session	Fiction	Crashed	The Wind in the Willows
	Non Fiction	10 Ways to Prevent Climate Change	
	Poetry	Limerick poem Edward Lear	
Literacy Text		The Great Kapok Tree	Shackleton's Journey
Class Read			

Autumn 2:

Reading Session	Fiction	Ozymandias	Theseus and the Minotaur
	Non Fiction	Canopic Jars / How to make a mummy	Hades (Non Chronological)
	Poetry	Firework Night by Enid Blyton	If (Rudyard Kipling)
Literacy Text		Ma'at's Feather	Creation stories from Ancient Greece / Rome / Egypt / Norse
Class Read			

Spring 1:

Reading Session	Fiction	The Mayan Creation Story	The Boy in Striped Pyjamas (Diary)
	Non Fiction	Maya Writing	Anne Frank (Biography)
	Poetry	Jabberwocky (Lewis Carroll)	In Flanders's Field / Dolce et Decorum Est
Literacy Text		Rain Player	Rose Blanche
Class Read			

Spring 2:

Reading Session	Fiction	Grandmother	May Day, May Day
	Non Fiction	The Day of the Dead	Migration
	Poetry	Wynken, Blynken, and Nod by Eugene Field	The Visitor by Ian Serraillier
Literacy Text		Whiskers, Tails & Wings	Creation stories from Africa, Australia & South America - compare/contrast
Class Read			

Summer 1:

Reading Session	Fiction	The Tempest	The Earthquake
	Non Fiction	Catherine Johnson (Linked to science)	Ramadan
	Poetry	The Eagle (Alfred Lord Tennyson)	The Charge of the Light Brigade (Alfred Lord Tennyson)
Literacy Text		Greta and the Giants / Mariana and the Merchild	Malala's Magic Pencil
Class Read			

Summer 2:

Reading Session	Fiction	Shmog	The Secret Garden
	Non Fiction	Monsters of South America	Tokyo Olympic Games
	Poetry	Sonnet 18 - Shakespeare	My Summer Love
Literacy Text			
Class Read			



Progression of Phrases to Support Book Talk

Early Years	<p>...and I remember... ...because I think that... This makes me feel... I would rate this book... I like / dislike... My favourite part was...</p> <p>Would you (name) like to speak? / Would you (name) like a turn to talk?</p>
Years 1 & 2	<p>The main idea is... ...so I'm not sure because... This links to... I already know that... I think that because... I can justify ...because... The evidence I can find is... This is similar to... This is different... My prediction was right / wrong because... In my opinion... I would recommend... I agree / disagree with...</p> <p>Can we give (name) a turn to speak.</p>
Years 3 & 4	<p>I can recall... In summary... My view is... This relates to... This makes me think about... The inference I am making is... The evidence shows... The conclusions I have made are... Perhaps... What if... I can add to that... My evidence for ... is ... I can prove / disprove... I would recommend because.</p>

	<p>I like (name's) idea because...</p> <p>I'd like to change my mind because...</p>
<p>Years 5 & 6</p>	<p>I would like to add...</p> <p>The evidence to support my view is...</p> <p>On the other hand...</p> <p>The main gist of it is...</p> <p>When you said that it made me think about...</p> <p>...makes me think about...</p> <p>This part/book connects to...</p> <p>The conclusions I can draw...</p> <p>...will probably happen because...</p> <p>That's a good point and I'm also wondering...</p> <p>I'd like to build on what you have said...</p> <p>I can expand on that...</p> <p>The information makes me think that...</p> <p>From the evidence, I can conclude that...</p> <p>I would argue that...</p> <p>That's an interesting point but I think that...</p> <p>I'd like you to consider...</p>

<p>Knowledge</p>	<p>Comprehension</p>	<p>Application</p>	<p>Analysis</p>	<p>Synthesis</p>	<p>Evaluation</p>
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