

## Whole School Reading Overview

Reading objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p><u>Curriculum Driver:</u> <u>History</u> <u>Living Memory Toys</u> The Teddy Robber Ian Beck, Lost in the Toy Museum by David Lucas Now We Are Six by A.A. Milne In the Past Toys by Dereen Taylor Toys and Games by Sally Hewitt</p>	<p><u>Curriculum Driver:</u> <u>Geography</u> <u>River and Seas</u> Sharks and other Sea Creatures Dorling Kindersley The Sea Book The River by Valerie Bloom Adapted from One World by Michael Foreman Adapted from The Real Boat by Marina Aronshtam</p>	<p><u>Curriculum Driver:</u> <u>Science</u> <u>Forces, Magnets &amp; Rocks</u> My Book of Rocks and Minerals (Dorling Kindersley) Forces in Action by Rob Coulson The Force That is Friendship by Katie Prescott The Wild Robot by Peter Brown The Robot and the Bluebird David Lucas</p>	<p><u>Curriculum Driver:</u> <u>Science</u> <u>Living things/ Habitats/ Animals</u> The World of Whales by Darcy Dobell Habitats - Science Skills Sorted by Anna Claybourne Wild World by Angela McAllister When the Mountains Roared Jess Butterworth Why the Whales Came - Michael Morpurgo</p>	<p><u>Curriculum Driver:</u> <u>Science</u> <u>Space</u> DK Eyewitness Planets New Scientist online news article: Curiosity Rover landing on Mars The Wind and the Moon - George MacDonald The War of the Worlds H.G. Wells The Infinite Lives of Maisie Day - Christopher Edge</p>	<p><u>Curriculum Driver:</u> <u>History</u> <u>War</u> DK Eyewitness World War II Extracts from Anne Frank's Diary The Blackout by Mary Desiree Anderson Fireweed by Jill Paton Walsh The Boy in the Striped Pyjamas - John Boyne</p>
<b>Autumn 2</b>	<p><u>Reading Breadth</u> <u>Fairy Stories and Rhymes</u> Mr Wolfs Pancakes Jan Fearnley Goldilocks and the Three Bears Goldilocks and Just the One Bear by Leigh Hodgkinson The Owl and the Pussycat</p>	<p><u>Fairy Stories &amp; Poetry Classics</u> Once Upon a Wild Wood - Chris Riddell The Glassmaker's Daughter - Dianne Hofmeyr The Secret of the Tattered Shoes - Jackie Morris and Ehsan Abdollahi The Owl and the Pussycat Anthology</p>	<p><u>Reading Breadth</u> <u>Stories and Poetry</u> Leon and the Place Between by Angela McAllister and Grahame Baker-Smith Charlotte's Web by E.B. White Varjak Paw by SF Said Seasons by Valerie Bloom</p>	<p><u>Reading Breadth:</u> <u>Stories &amp; Poetry - Different Forms</u> The Miraculous Journey of Edward Tulane Night of the Gargoyles by Eve Bunting The Girl Who Stole an Elephant - Nizrana Farook Where Zebras Go - Poems by Sue Hardy-Dawson</p>	<p><u>Reading Breadth</u> <u>Modern Fiction &amp; Poetry</u> <u>Wider Range</u> The Storm Keeper's Island by Catherine Doyle The Nowhere Emporium by Ross MacKenzie Sky Song by Abi Elphinstone Jabberwocky by Lewis Carroll</p>	<p><u>Reading Breadth:</u> <u>Modern Fiction &amp; Poetry</u> Meeting Midnight by Carol Ann Duffy Boy in the Tower Polly Ho-yen Asha and the Spirit Bird Jasbinder Bilan</p>

<p><b>Spring 1</b></p>	<p><u>Curriculum Driver:</u> <u>Geography</u> <u>Locality</u> Six Dinner Sid by Inga Moore The Shopping Basket by John Burningham Out and About: A First Book of Poems by Shirley Hughes Our Local Area by L. Spilsbury Farms and Villages by Joanna Brundle</p>	<p><u>Living things, Habitats and Plants</u> How to Help a Hedgehog and Protect a Polar Bear Grandpas Garden - Stella Fry and Shelia Moxley It all starts with a seed by Laura Knowles &amp; Jennie Webster The Flower by John Light &amp; Lisa Evans</p>	<p><u>Geography Focus</u> <u>Rivers and Mountains</u> Rivers and Mountains by Joanna Brundle Rivers by Rebecca Kahn Adapted from 'To a Mountain Stream' by Kate Slaughter McKinney King of the Cloud Forests by Michael Morpurgo Where the Mountain meets the Moon by Grace Lin</p>	<p><u>Curriculum Driver:</u> <u>History</u> <u>Vikings</u> Explore! Vikings - Jane Bingham 100 Facts- Vikings by Miles Kelly 'To Asgard' - Rachel Piercey The Saga of Erik the Viking - Terry Jones Viking Boy - Tony Bradman</p>	<p><u>Curriculum Driver:</u> <u>History</u> <u>Victorians</u> Victorians DK Eyewitness How They Made Things Work! In the Age of Industry - Richard Platt 'Song of the Shirt' by Thomas Hood Street Child by Berlie Doherty A Christmas Carol by Charles Dickens</p>	<p><u>Curriculum Driver:</u> <u>Science</u> <u>Evolution and Inheritance</u> When Darwin Sailed the Sea When the Whales Walked - Dougal Dixon The Awfulness of Plymouth by Ruth Padel The Great Sea Dragon Discovery Pippa Goodhart The Explorer - Katherine Rundell</p>
<p><b>Spring 2</b></p>	<p><u>Traditional Tales &amp; Poems</u> The Leopard's Drum by Jessica Souhami Deep in the Woods by Christopher Corr No Dinner! The Story of the Old Woman and the Pumpkin by Jessica Souhami Poems to Perform by Julia Donaldson</p>	<p><u>Traditional Tales &amp; Poetry</u> The Wolf's Story by Toby Forward &amp; Izhar Cohen The Three Little Wolves and The Big Bad Pig. The True Story of The Three Little Pigs by Jon Scieszka Revolting Rhymes by Roald Dahl</p>	<p><u>Reading Breadth</u> <u>Fairy Stories &amp; Poetry</u> The Princess and the Pea by Lauren Child The Snow Queen Retold by Sarah Lowes The Princess' Blankets by Carol Ann Duffy From Fire Burn, Cauldron Bubble Chosen by Paul Cookson</p>	<p><u>Reading Breadth</u> <u>Myths and Legends &amp; Poetry in Different Forms</u> The Poetry Chest by John Foster Tales from Africa by Kathleen Arnott</p>	<p><u>Myths and Legends</u> Between Worlds: Folktales of Britain and Ireland Outlaw - the true story of Robin Hood by Michael Morpurgo How the Whale Became and Other Stories by Ted Hughes The Highwayman by Alfred Noyes The Lady of Shalott by Alfred Lord Tennyson</p>	<p><u>Reading Breadth</u> <u>Literary Heritage, Plays &amp; Poetry</u> The Wolves of Willoughby Chase - Joan Aiken The Call of the Wild - Jack London Black Beauty - Anna Sewell The Tyger by William Blake from A Poem for Every Night of the Year Allie Esiri</p>

<p><b>Summer 1</b></p>	<p><u>Curriculum Driver:</u> <u>Science</u> <u>Animals Including Humans</u> The Lion Inside by Rachel Bright Something Smells by Blake Liliane Hellman Where my Wellies Take Me by Clare and Michael Morpurgo Little Kids First Big Book of Animals by Catherine D Hughes Let's Explore the Five Senses By Candice Ransom</p>	<p><u>Beyond living memory</u> <u>Great Fire of London</u> The Great Fire of London by E Adams and J Lewis The Great Fire - A City in Flames The Baker's Boy and the Great Fire of London by Tom and Tony Bradman Before the Great Fire of London by Jane Goulbourne Why do we remember? The great fire of London by Izzy Howell</p>	<p><u>Curriculum Driver:</u> <u>History</u> <u>Egyptians</u> The Genius of The Ancient Egyptians by Sonya Newland Life in Ancient Egypt by Angela McDonald Cinderella of the Nile by Beverley Naidoo Secrets of a Sun King by Emma Carroll The Naughty Little Egyptian by Mary Mapes Dodge Ancient Egypt in 19th century poetry - Nicky van de Beek</p>	<p><u>Curriculum Driver:</u> <u>Geography</u> <u>Europe</u> Europe Facts   Kids World Travel Guide   Geography   Landmarks The Travel Book by Malcom Croft - France Survivors by David Long Kerry Hyndman The Dragon of Krakow Richard Monte The Gondolier Ruby Archer</p>	<p><u>North &amp; South America/World</u> North America (Mathalon Maps) by Joanne Randolph My Side of the Mountain by Jean Craighead George DK Eyewitness Amazon by Tom Jackson My Name is River by Emma Rea The Andes, South America by Jane Goulbourne</p>	<p><u>Curriculum Driver:</u> <u>Geography</u> <u>Coasts</u> Where on Earth: Coastlines DK Findout! website - coasts Eastbourne from Overheard on a Tower Block Orphans of the Tide - Struan Murray</p>
<p><b>Summer 2</b></p>	<p><u>Stories and Poems</u> Peace at Last - Jill Murphy Mrs Armitage on Wheels - Quentin Blake Can't you Sleep Little Bear? - Martin Waddell Poems Out Loud! First Poems to Read - Ladybird</p>	<p><u>Stories and Plays &amp; Poetry</u> <u>Contemporary</u> The Owl Who was Afraid of the Dark - Jill Tomlinson The Tunnel by Anthony Browne George's Marvellous Medicine There's A Monster in the Garden The Works by Paul Cookson</p>	<p><u>Reading Breadth:</u> <u>Stories and Plays &amp; Poetry - Different Forms</u> Pippi Longstocking by Astrid Lindgren Harry the Poisonous Centipede - Lynne Reid Banks Stig of the Dump by Clive King Welcome To My Crazy Life by Joshua Seigal</p>	<p><u>Reading Breadth:</u> <u>Stories and Plays &amp; Poetry - Different Forms</u> The Firework-Maker's Daughter - Philip Pullman The Wind in the Willows by Kenneth Grahame The Legend of Podkin One-Ear - Kieran Larwood Signed by a Snail from Werewolf Club Rules Poems by Joseph Coelho</p>	<p><u>Other Cultures and Traditions &amp; Poetry</u> Journey to Jo'burg by Beverley Naidoo Kick by Mitch Johnson Oranges in No Man's Land - Elizabeth Laird The British, Wicked World! Benjamin Zephaniah</p>	<p><u>Reading Breadth</u> <u>Traditional Tales and Poetry</u> Grimm's Fairy Tales Puffin Classics - Jorinda and Jorinde Blackberry Blue - Jamila Gavin, The Purple Lady The House with Chicken Legs - Sophie Anderson White Horse - Taylor Swift</p>
<p>Word reading</p>	<p>Read words containing taught GPCs. Read other words of more than one syllable that contain taught GPCs.</p>	<p>Apply and embedded phonic knowledge and skills as the route to decode Decoding automatically and building fluency</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</p>	<p>•Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1,</p>	<p>•Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1,</p>

	<p>Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency. Read all capital letters and the days of the week. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read aloud accurately decodable books that are consistent with their developing phonic knowledge. Re-read books to build up fluency and confidence. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p>	<p>Re-read books to build fluency and confidence Read most common exception words Sound out most unfamiliar words accurately, without undue hesitation Read accurately most words of two or more syllables Read most words accurately without overt sounding and blending Read all common exception words with automaticity Read sufficiently fluently to allow a focus on understanding</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>•Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>both to read aloud and to understand the meaning of new words</p>	<p>both to read aloud and to understand the meaning of new words</p>
Comprehension	<ul style="list-style-type: none"> <li>•Listen to and discuss poems, stories and nonfiction at a level beyond that at which they can read independently</li> <li>• Link what they read or hear read to their own experiences</li> <li>•Recognise and join in with predictable phrases with increased confidence</li> <li>•Recite by heart many poems</li> <li>•Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</li> <li>•Demonstrate familiarity with and retell a wide range of stories, fairy stories and traditional tales</li> <li>•Discuss their favourite words and phrases using some of them in their writing</li> <li>•Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•Read a range of books that are structured in different ways and read for a range of purposes</li> <li>•Use dictionaries to check the meaning of many unknown words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•Read a wide range of books that are structured in different ways and read for a range of purposes</li> <li>•Begin to use more complex dictionaries to check the meaning of many unknown words that they have read</li> <li>•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence</li> <li>•Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language</li> <li>•Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</li> </ul>	<p>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books</p> <ul style="list-style-type: none"> <li>•Read books that are structured in different ways and read for a range of purposes</li> <li>•Recommend books that they have read to their peers, giving simple reasons for their choices</li> <li>•Learn a wider range of age appropriate poetry by heart</li> <li>•Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>•read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>•Increase familiarity with a wide range of books</li> <li>•read books that are structured in different ways and read for a range of purposes</li> <li>•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>•Recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text</li> <li>•Learn a wider range of poetry by heart</li> </ul>
Skills and strategies	<p>Apply the following reading strategies with increasing independence:</p> <ul style="list-style-type: none"> <li>• Use a phonics first approach for decoding unfamiliar words and practicing known graphemes</li> <li>• Blend known graphemes when reading words</li> <li>• Segment known graphemes when reading words</li> </ul>	<ul style="list-style-type: none"> <li>•Building on phonics subject skills and knowledge</li> <li>•Connect prior knowledge with context</li> <li>•Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families</li> <li>•Locate and discuss words and pre taught vocabulary to find out what the text is about</li> </ul>	<ul style="list-style-type: none"> <li>•Building on phonics subject skills and knowledge</li> <li>•Connect prior knowledge with context</li> <li>•Locate and discuss words and pre taught vocabulary to find out what the text is about</li> <li>•Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text</li> </ul>	<p>Recognise and read all Year 3&amp;4 Word List words with automaticity</p> <ul style="list-style-type: none"> <li>•Read texts, including those with few visual clues, increased independence and concentration</li> <li>•Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context</li> </ul>	<ul style="list-style-type: none"> <li>•Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</li> <li>•Read extended texts independently for sustained periods</li> <li>•Self-correction, including re-reading and reading ahead</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise and read all Year 5&amp;6 Word List words with automaticity</li> <li>•Make meaning from words and sentences, including knowledge of phonics, word roots, word families,</li> <li>•Make meaning from text organisation</li> <li>•Make meaning by drawing on prior knowledge</li> </ul>

	<ul style="list-style-type: none"> <li>Identify simple text features such as titles and pictures to indicate what a text is about</li> <li>Talk about books (when not decoding) make meaning from visual features of the text, e.g. illustrations and captions to help discussions (decoding)</li> <li>Develop reading accuracy decodable text</li> <li>Self-correction including re-reading words</li> <li>Identify and locate pre-taught vocabulary</li> <li>Re read sentences for fluency</li> </ul>	<ul style="list-style-type: none"> <li>Connect prior knowledge to context</li> </ul>	<ul style="list-style-type: none"> <li>organisation and prior knowledge of context</li> <li>Read a range of texts with increasing accuracy and fluency</li> <li>Develop fluent and enthusiasm for reading and read widely and frequently</li> </ul>	<ul style="list-style-type: none"> <li>With increased independence develop views about what is read</li> <li>Develop positive attitudes to reading and understanding of what is read</li> </ul>	<ul style="list-style-type: none"> <li>reading widely and frequently for pleasure and information</li> </ul>	<ul style="list-style-type: none"> <li>Read increasingly complex texts independently for sustained periods</li> <li>Find the main idea of a paragraph and text</li> </ul>
Content domains	<p>1a draw on knowledge of vocabulary to understand texts</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>1c identify and explain the sequence of events in texts</p> <p>1d make inferences from the text</p> <p>1e predict what might happen on the basis of what is being said or done</p>	<p>1a draw on knowledge of vocabulary to understand texts</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>1c identify and explain the sequence of events in texts</p> <p>1d make inferences from the text</p> <p>1e predict what might happen on the basis of what has been read so far</p>	<p>2a give / explain the meaning of words in context</p> <p>2b retrieve and record information / identify key details from fiction and non-fiction</p> <p>2c summarise main ideas from more than one paragraph</p> <p>2d make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2e predict what might happen from details stated and implied</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p>2h make comparisons within the text</p>	<p>2a give / explain the meaning of words in context</p> <p>2b retrieve and record information / identify key details from fiction and non-fiction</p> <p>2c summarise main ideas from more than one paragraph</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2e predict what might happen from details stated and implied</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p>2h make comparisons within the text</p>	<p>2a Give / explain the meaning of words in context</p> <p>2b Retrieve and record information / identify key details from fiction and nonfiction</p> <p>2c summarise main ideas from more than one paragraph</p> <p>2d Make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2e Predict what might happen from details stated and implied</p> <p>2f Identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p>2h Make comparisons within the text</p>	<p>2c summarise main ideas from more than one paragraph</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2e predict what might happen from details stated and implied</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p>2h make comparisons within the text</p>