**2022-2023 VRPS READING LINKS OVERVIEW**

**This document shows our key reading texts, used to support writing outcomes. Many other carefully chosen linked texts will also be used in the teaching of reading.**

**(Objectives can be taught at other appropriate times during the year, particularly to reinforce/consolidate prior learning)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | **Fantasy/ magical**  **FUNNY BONES**  Can I learn story using repetition?  Acting out the story  **Reading skills**  I can develop my phonological awareness, so that I can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother  I can engage in extended conversations about stories, learning new vocabulary. | **Contemporary Fiction**  **THE COLOUR MONSTER**  Can I use a story to promote extended conversations?  How I am feeling?  How others are feeling?    **Reading skills**  I can talk about a story and can remember much of what happens  I can listen to a story and build familiarity and understanding  I can read individual letters by saying sounds for them | **Traditional tales**  **JACK AND THE BEANSTALK**    Recount - can I retell a familiar story?    **Reading skills**  I can re tell a story once  I have developed a deep familiarity with the text. Some as exact repetition and some in my own words  I can blend sounds into words  I can read a few common exception words matched up to my phonics | **Non fiction**  **Fact file - about a bear**  **Reading skills**  I can listen and talk about non fiction books and develop a deep familiarity with new knowledge and vocabulary  I can engage in a non fiction book  I can read some letter groups that each represent one sound and say sounds for them  I can re read simple phrases and sentences | **Adventure/mystery**  **WHATEVER NEXT**  **TOYS IN SPACE**  Instructions - how to build a rocket  Description of my own toy in space    **Reading skills**  I can re read books to build up my confidence in word reading a fluency | **Fiction**  **THE VERY HUNGRY CATERPILLAR**  Recount - days of the week (what I do on each day)  **Reading skills**  I can anticipate key events in stories  I can demonstrate understanding of what has been read to me  I can use and understand recently introduced vocabulary during discussions about non fiction, rhymes and poems during role play |
|  | **Word reading skills taught through Little Wandle phonics scheme.** | | | | | |
| **Year 1** | **THE NAUGHTY BUS**  Contemporary Fiction – Can I retell a story that I have learnt?  Performance Poems | **MAN ON THE MOON**  Sci-Fi Fiction – Can I show what a character is thinking or feeling?  Recount – Day in the life of the man on the moon – 3 weeks | **THE THREE LITTLE PIGS**  Traditional Tale – Can I use traditional story language?  Recount – postcard to the pigs from the wolf.  Rules for a game. | **THE GRUFFALO**  Adventure – Can I innovate a simple story I have learnt?  Instructions – How to make Gruffalo crumble.  List poems | **OWL BABIES**  Can I write a setting description?  Non-Chronological Reports – Fact files. | **MYTHS AND LEGENDS EXTRACTS – Unicorns and dragons.**  Myths and Legends - Can you describe the appearance and behavior of a mythical creature?  Simple Recount – Finding dragon egg.  Acrostic poem – mythical creatures |
| **Reading Skills** | I can retell a familiar story e.g. traditional tales and fairy stories.  I can use actions to learn simple texts off by heart.  I can identify the beginning, middle and end of a story. | I can find clues in what has been said and done.  I can make predictions based on clues from the text.  I can recite some poems and rhymes, including nursery rhymes – linking to Christmas performance | I can recognise and join in with repeated patterns and phrases.  I can identify similarities and differences between stories.  I can name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter  I can read contractions (e.g. I’m, I’ll, we’ll) and understand that the apostrophe stands for the missing letter – *I’ll huff and I’ll puff and I’ll blow the house down* | I can talk about meanings of words.  I can find words with similar meanings.  I can link what I have read to my own experiences. | I can find words with similar meanings.  I can explain my understanding of a book that is read to me.  I can read words with –s,-es,-ing,-ed,-er and –est endings. | I can explain how the storyline and pictures make me feel.  I can describe my favourite parts of a story. |
|  | **Word reading skills taught through Little Wandle phonics scheme.** | | | | | |
| **Ongoing Skills** | **Ongoing Across All Units:**   * I can tell you about what I have read. * I enjoy listening to a range of stories, poems and non-fiction read to me. * I enjoy reading different books and talking about them. * I can talk about stories I like and listen to other children’s views. * I can use phonics to sound out and blend new words. * I can read tricky words and words with one or more syllable, including common exception words. * I can read accurately books that are consistent with my phonic knowledge and re-read these books to build up my fluency and confidence in words reading. | | | | | |
| **Year 2** | **MIXED UP FAIRYTALES**  **THE ENORMOUS TURNIP/**  **AFTER THE FALL (HOW HUMPTY DUMPTY GOT BACK UP AGAIN)/LITTLE RED READING HOOD**  Traditional Tale – Can I learn how to adapt a fairytale in a creative way?  Recount – Recount of the worst day ever | **VLAD AND THE GREAT FIRE OF LONDON**  Historical Fiction – Can you describe a setting from the past?  Recount – Diary entry  Acrostic – Remembrance poetry | **LEON AND THE PLACE BETWEEN**  Mystery - Can you describe a character’s journey into the unknown?  Instructions/Recipe – Magic Spell Instructions. | **JOURNEY**  Contemporary Fiction - Can you write the narrative for a picture book?  Non-Chronological Report/Ref text – Link to history/Significant people  Narrative Poetry | **THE QUEEN’S KNICKERS/KATIE IN LONDON**  Adventure - Can you start a story by introducing a character?  Persuasion – Advert for the Queen’s new knickers. | **ABC UK/THE QUEEN’S HAT**  Dilemma - Can you show how a problem has been solved in your ending?  Non-Chronological Report – Factfile – The UK  Performance Poetry |
| **Reading Skills** | I can retell a range of stories, traditional tales and fairy stories. | I can talk about books and poems that are read to me.  I can find out what a new word means.  I can learn and recite poetry with appropriate intonation – linking to Christmas performance | I can identify and use the structure of non-fiction books.  I can talk about my favourite words and phrases. | I can begin to use dictionaries to check the meaning of words I have read with support.  I can recognise words that are used across different stories and poems. | I can identify a sequence of events in a book.  I can find clues in what has been said and done.  I can make predictions based on clues from the text. | I can talk about books and poems that I have read.  I can discuss and share my opinions about different texts.  I can identify and read words with common suffixes and common exception words. |
| **Ongoing Skills** | **Ongoing Across All Units:**   * I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction. * I can ask and answer questions about my reading. * I choose to read different books and enjoy sharing them. * I can give my opinion about a story, poem or non-fiction text. * I can read fluently and use phonics to decode and blend unfamiliar words. * I can read tricky words and words with two or more syllables. * I can check that the text makes sense as I read and make corrections. | | | | | |
| **Year 3** | **STONE AGE BOY**  Historical Fiction – Can you write an action filled story that reflects the past?  Diary | **WINTER SLEEP**  Journey Story – Can I create episodes for a journey story?  Adverts  Shape/Calligrams poems – Animals | **THE WHITE FOX**  Adventure Story - Can you create an episode for a story?  Kennings – Sea creatures  Non chronological report/Encyclopedia – UK animals  Book Blurb | **THE WHITE FOX/ NORTH AMERICAN MYTHS**  Contemporary Fiction Can I retell a myth?  Can I write from a different viewpoint?  Explanations/Brochure – can I explain how a fantasy mode of transport works?  Haiku | **CINDERELLA – STORIES FROM DIFFERENT CULTURES**  Traditional Tales - Can I write a story with a twist?  Recount/Newspaper – can I write a newspaper account of a fairytale?  Letter | **CINDERELLA – TRADITIONAL VERSION**  Can I use all my Year 3 skills to retell a known story? Can I use description to describe a character’s appearance, personality and behaviour?  Couplets – traditional tales characters  Instruction manual – can I explain how to make an Egyptian box?  Performance Poetry |
| **Reading Skills** | I can infer a character's feelings, thoughts and motives through their actions  I can justify inferences with evidence.  I can make predictions based on details from the text.  I can identify and summarise main ideas in a text – in both fiction and non fiction | I can use dictionaries to check the meaning of words I have read with support.  I can discuss words and phrases that capture the reader’s interest and imagination.  I can check a text makes sense using an understanding of the words in context.  I can recognise different forms of poetry.  I can prepare poems to read aloud and perform using intonation and visual expression – Christmas | I can recognise different forms of poetry.  I can give my opinion on a story, poem or non-fiction text.  I can use the structure of a non-fiction book to retrieve information.  I can begin to justify my opinion about a text.  I can compare texts that are structured in different ways.  I can apply my knowledge of root words, prefixes and suffixes to understand new words as listed in English Appendix 1. | I can use the structure of a non-fiction book to retrieve information.  I can participate in discussion about books that are read to me.  I can participate in discussion about books that I have read myself.  I can identify common themes in a wide range of books.  I can discuss books written by a familiar author – Jackie Morris  I can compare books by the same and different authors – comparing Jackie Morris and the Fan Brothers | I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.  I can retell a wider range of stories orally. E.g. fairy stories, myths and legends  I can identify common themes in a wide range of books. | I can recognise different forms of poetry (comparing the different types of poetry we have studied)  I can retell a wider range of stories orally. E.g. fairy stories, myths and legends |
|  | **Ongoing Across All Units:**   * I can use a range of graphic organisers to enhance my comprehension of a text. * I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books. * I can use my knowledge of decoding to read unfamiliar words, including further exception words. * I can ask questions about a text to improve my understanding. | | | | | |
| **Year 4** | **LEO AND THE GORGON’S CURSE – Joe Todd-Stanton**  Myths and Legends – Can you write a myth/legend but with an alternative ending?  - Alternative ending to Leo and the Gorgon’s Curse.  Explanation – Reference/Encyclopedia text to explain how something works – Children to write about the digestive system - Science  Poetry  Classical Poetry | **GREEK MYTHS – Geraldine McCaughrean**  Fantasy/Science-Fiction – Can you write a story including fictional characters closely linked to people you have learnt about?  Children are to write their own version of the King Midas myth/legend  Non- Fiction  Non-chronological report - Wiki Entry - Can I write a wiki entry about Ancient Greece? | **INTO THE FOREST – Anthony Browne**  Fiction  Contemporary Fiction – Can you leave the reader wanting to know more by using a cliffhanger ending?  - Retell the story but end with arriving at the house.  Instruction – Instruction manual – How to catch a creature in the woods  Book Blurb | **QUEEN OF THE FALLS – Chris Van Allsburg**  Historical Fiction – Can you provide two different perspectives on one historical event?  Adventure – Can you build effective tension in your writing?  Diary entry from the viewpoint of Annie Edson Taylor  Non- Fiction  Discussion - Essay - Can I discuss the pros and cons of a change happening in school  Poetry - riddles | **QUEEN OF THE FALLS – Chris Van Allsburg**  Adventure – Can you build effective tension in your writing?  Non- Fiction  Recount - Newspaper report – based on the Queen of the Falls book | **A RIVER – Marc Martin**  Mystery – Can you rise to the challenge of creating a mysterious atmosphere?  - Descriptive setting based on ‘The River’, keeping the setting a mystery  Persuasion – Leaflet/Advert - Children to write a leaflet based on Petty Pool for the year below.  Kennings |
| **Reading Skills** | I can talk about books by a familiar author and explain why I like or dislike them.  I can discuss words and phrases that capture the reader’s interest and imagination.  I can make predictions from details in the text from what is implied.  I can retell a wide range of stories orally.  I can apply my knowledge of root words, prefixes and suffixes to understand new words (origins of words) | I can confidently use dictionaries to check the meaning of words I have read.  I can check a text makes sense using an understanding of the words in context and explain it.  I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.  I can prepare poems and play scripts to read aloud and perform, showing my understanding through tone, volume and action – linked to Christmas performance | I can identify the main ideas from the text and summarise them in my own words.  I can draw on experiences from texts.  I can use a range of graphic organisers to enhance my comprehension of a text.  I can use evidence to justify my opinions when comparing.  I can respectfully challenge others’ views and ideas. | I can identify themes and conventions in a wide range of books.  I can compare texts that are structured in different ways.  I can infer the characters’ feelings, thoughts and motives through their actions.  I can justify inferences with evidence.  I can make predictions based on details from the text and my own experiences.  I can use the structure of a non-fiction book to retrieve and record information. | I can recognise different forms of poetry (narrative and free verse).  I can understand how language, structure and presentation adds meaning to the text. | I can give my opinion on similar themes and characters across texts.  I can identify themes and conventions used by different authors. |
|  | **Ongoing Across All Units:**   * I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books. * I can ask questions to enhance my understanding of the text. * I can use my knowledge of decoding to read unfamiliar words. | | | | | |
| **Year 5** | **REFUGEE**  **(Hidden Figures/WISP/)**  Shape poems based on the boy at the back of the class.  Biography based around hidden figures.  Recount using a part of the hidden figures story– diary  Poetry - Jingles | **A CHRISTMAS CAROL**  Historical Fiction - Can you describe a historical setting during a significant time of year?  Discussion Essay, based around a question posed by the story A Christmas Carol  Autobiography | **MACBETH (may go into spring 2)**    Dialogue/Playscript – playscript for the abridged version (chapter). Can you create a play script for a familiar story?      Persuasion – letter replying to a letter from Lady Macbeth.  Diary entry – Character Macbeth.(Focus upon banqueting scene, showing a contrast of emotions.) Can I write a fictional diary entry that shows events from a characters viewpoint which include themes that are current?  Political pamphlet/speech based on Macbeth. | **DARKSIDE**  **Tom Becker**    Mystery Story - Can you write two alternatives openings for the same mystery story? – showing tension, suspense, character descriptions and action      Free Verse No boundaries or restrictions. | **HANSEL & GRETEL**    Traditional Tale - Can you rewrite a traditional tale with a sinister twist? - Twitter    Blog and speech– Focusing upon children’s rights and welfare. | **THERE’S A BOY IN THE GIRL’S BATHROOM**    Dilemma story - Can I write a dilemma story that shows how a difficult choice has to be made?    Contemporary fictional Diary  Non-Chronological report/Reference text(Eva Crane/bees). Links to science.(Animals)  Focus on features.  Lyrics and Performance Poetry |
| **Reading Skills** | I can draw inferences from the text about characters’ feelings, thoughts and motives through their actions.  I can use evidence from the text to support my decisions.  I can make predictions from what is stated and what is implied.  I can use my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words (Linking to other languages) | I can learn a range of poems off by heart to perform to an audience – Christmas link  I can perform poems and plays showing a good level of intonation, tone and volume when I speak.  I can understand, explore and explain the meaning of words in context with guidance. | I can distinguish between statements of fact and opinion.  I can give reasoned opinions for my views when comparing within and across texts  I can deliver a formal presentation about texts I have read.  I can build on my own and others’ ideas in discussions.  I can give justifications to support my views.  I can build on my own and others’ ideas and challenge views courteously. | I can discuss and evaluate how authors use language for effect.  I can read around unfamiliar words to help me understand their meaning.  I can summarise key points from paragraphs.  I can link my paragraph summaries to main ideas. | I can compare themes and conventions across a wide range of genres.  I can begin to use evidence to explain how authors’ use of language impacts on the reader.  I can evaluate the impact of figurative language on the reader. | I can understand the features of different texts.  I can comment on why texts have been structured in different ways.  I can retrieve, record and present information from non-fiction texts.  I can give reasons to justify my views |
|  | **Ongoing Across All Units:**   * I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) for read for a range of purposes. * I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction for our literary heritage and books from other cultures and traditions. * I can select and read books written by a favourite author. * I can recommend and comment positively on texts that I have read. * I can read and pronounce unfamiliar words using my knowledge of letter strings. | | | | | |
| **Year 6** | **THE VALLEY OF THE LOST SECRETS**  **(Lesley Parr)**  Setting description  **Purpose: To describe**  Persuasive letter  **Purpose: To inform**  Flashback  **Purpose: To describe** | **ROOM 13**  Non- chronological report  **Purpose: To inform**  Dialogue Focus to advance action.  **Purpose: To entertain**  Poetry – Christmas rap  **Purpose: To entertain** | **THE EXPLORER/SOUTH AMERICA**  Narrative – full story  **Purpose: To entertain**  Balanced Argument – palm oil  **Purpose: To inform**  Persuasive letter (formal)  **Purpose: to persuade**  Diary entry – the explorer  **Purpose: To inform**  Explanation  **Purpose: To explain** | | **ROMEO AND JULIET**  FICTION – Short love rivalry narrative.  **Purpose: To entertain**  Non – fiction  Biography (Shakespeare)  **Purpose: To inform**  Diary  **Purpose: To inform** | **THE FLOWER BOY**  Spot light – Bob Cox  Descriptive writing linked to journey to churchyard.  **Purpose: To describe** |
| **Reading Skills** | I can understand, explore and explain the meaning of words in context.  I can confidently use my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.    I can read around unfamiliar words to help me understand their meaning.  I can draw inferences from the text about characters’ feelings, thoughts and motives through their actions.  I can use evidence from the text to support my decisions. | I can recommend authors and texts to others and give reasons for my choices.  I can confidently comment on the structure and layout of a text.  I can compare structures of different texts and comment on their effectiveness.  I can identify how the structure of texts supports and guides the reader.  I can use conventions to learn poems and plays off by heart – linking to Christmas  I can suitably perform a range of poems and plays for different audiences.  I can select appropriate intonation, tone and volume so that the meaning is clear to an audience. | I can use technical and other terms for discussing what I read and hear eg) metaphor, analogy, imagery, style and effect.  I can discuss vocabulary and phrases chosen by authors.  I can use evidence to explain how authors’ use of language impacts on the reader.  I can make predictions from what is stated and what is implied. | I can deliver a formal presentation about key details and themes in a text I have read.  I can discuss and evaluate how authors use language for effect including figurative language.  I can compare themes and conventions across a breadth of texts.  I can give reasoned justifications for my views across a breadth of texts. | I can select and read books written by a favourite author.  I can participate in discussions about books I am reading or books I have read with clarity.  I can explain and discuss my understanding of what I have read through formal presentations and debates. | I can summarise main ideas from more than one paragraph.  I can participate in discussions about books and build on my own and others’ ideas.  I can challenge views courteously. |
|  | **Ongoing Across All Units:**   * I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) for read for a range of purposes. * I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction for our literary heritage and books from other cultures and traditions. * I can read and pronounce unfamiliar words using my knowledge of letter strings. | | | | | |