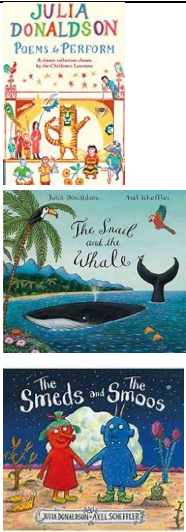

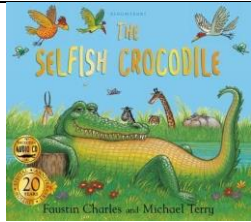

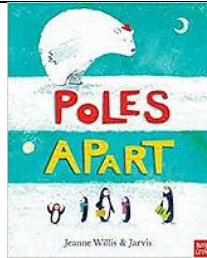


2023-2024 VRPS READING CURRICULUM

This document shows the key skills that will be focused on each half term. It also **suggests** linked texts that will be used in reading lessons to support writing outcomes. However, many other carefully chosen linked texts will also be used in the teaching of reading. (Objectives/skills can be taught at other appropriate times during the year, particularly to reinforce/consolidate prior learning. Many skills are on-going)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Use writing texts/Little Wandle</p> <p>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.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p>	<p>Use writing texts/Little Wandle</p> <p>I can talk about a story and can remember much of what happens.</p> <p>I can listen to a story and build familiarity and understanding.</p> <p>I can read individual letters by saying sounds for them.</p>	<p>Use writing texts/Little Wandle</p> <p>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</p> <p>I can blend sounds into words.</p> <p>I can read a few common exception words matched up to my phonics.</p>	<p>Use writing texts/Little Wandle</p> <p>Other non-fiction about growing things.</p> <p>I can listen and talk about non- fiction books and develop a deep familiarity with new knowledge and vocabulary.</p> <p>I can engage in a non- fiction book.</p> <p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can re-read simple phrases and sentences</p>	<p>Use writing texts/Little Wandle</p> <p>I can re-read books to build up my confidence in word reading a fluency</p>	<p>Use writing texts/Little Wandle</p> <p>Other books in “Supertato” series.</p> <p>I can anticipate key events in stories.</p> <p>I can demonstrate understanding of what has been read to me.</p> <p>I can use and understand recently introduced vocabulary during discussions about non-fiction, rhymes and poems during role play.</p>
	Word reading skills taught through Little Wandle Daily phonics					
	Little Wandle Reading Sessions used to develop fluency, prosody and comprehension.					

<p>Year 1</p>	<p>Re-visit traditional tales from EYFS in reading as well as Year 1 traditional tales. Read different versions.</p> <p>I can retell a familiar story e.g. traditional tales and fairy stories.</p> <p>I can use actions to learn simple texts off by heart.</p> <p>I can identify the beginning, middle and end of a story.</p>	 <p>+ variety of Julia Donaldson texts</p> <p>I can find clues in what has been said and done.</p> <p>I can make predictions based on clues from the text.</p> <p>I can recite some poems and rhymes, including nursery rhymes.</p>	 <p>I can recognise and join in with repeated patterns and phrases.</p> <p>I can identify similarities and differences between stories.</p> <p>I can name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter</p> <p>I can read contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe stands for the missing letter.</p>	 <p>+ Variety of non-fiction texts about crocodiles.</p> <p>I can talk about meanings of words.</p> <p>I can find words with similar meanings.</p> <p>I can link what I have read to my own experiences.</p>	 <p>I can find words with similar meanings.</p> <p>I can explain my understanding of a book that is read to me.</p> <p>I can read words with -s,-es,-ing,-ed,-er and -est endings.</p>	 <p>I can explain how the storyline and pictures make me feel.</p> <p>I can describe my favourite parts of a story.</p>
<p>Word reading skills taught through Little Wandle Daily Phonics</p> <p>Little Wandle Reading Sessions used to develop fluency, prosody and comprehension.</p>						
<p>Ongoing Across All Units:</p> <ul style="list-style-type: none"> • 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

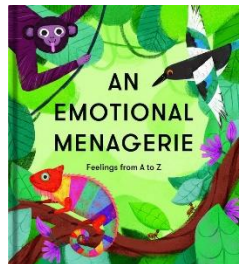


Other traditional tales not taught in EYFS/Y1

I can retell a range of stories, traditional tales and fairy stories.

Great Fire of London Non-fiction Texts/books.

Other poems from -



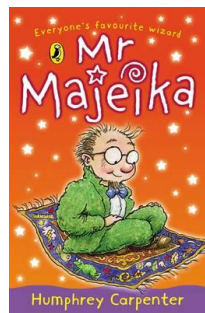
I can talk about books and poems that are read to me.

I can identify and use the structure of non-fiction books.

I can find out what a new word means.

I can learn and recite poetry with appropriate intonation.

Extracts from

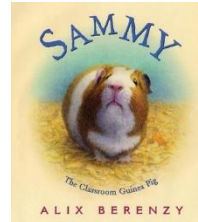
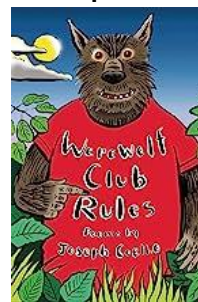


I can talk about my favourite words and phrases.

I can talk about books and poems that are read to me.

I can find out what a new word means.

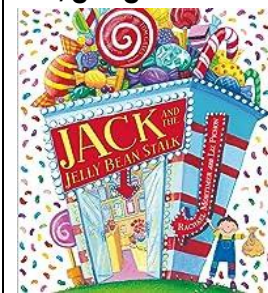
Other poems from -



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.

Non-fiction based on weather/UK – link to hist/geog.

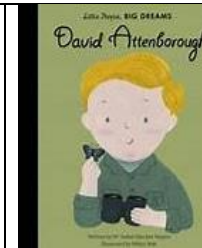


I can identify a sequence of events in a book.

I can find clues in what has been said and done.

I can make predictions based on clues from the text.

I can identify and use the structure of non-fiction books.



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 Across All Units:

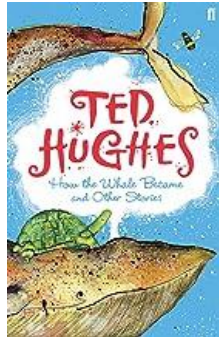
- I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction.
- I can ask and answer questions about my reading.

- 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 & 4

Use the Iron Man as part of reading and writing.

Other stories from Ted Hughes.



I can infer a character's feelings, thoughts and motives through their actions

I can justify inferences with evidence.

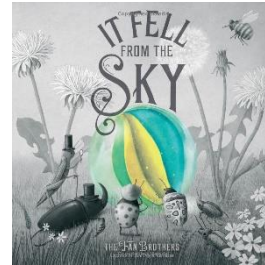


I can use dictionaries to check the meaning of words I have read with support.
(Y4) I can confidently use dictionaries to check the meaning of words I have read.

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.
(Y4) I can check a text makes sense using an understanding of the

Non-fiction texts about animals/ocean animals.

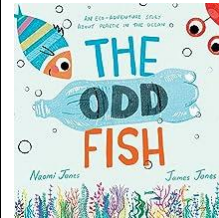
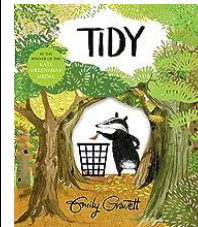
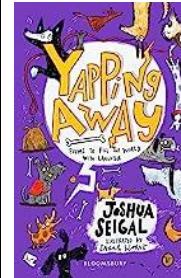


I can give my opinion on a story, poem or non-fiction text.
(Y4) I can give my opinion on similar themes and characters across texts.

I can use the structure of a non-fiction book to retrieve information.

I can begin to justify my opinion about a text.
(Y4) I can respectfully challenge others' views and ideas.

Other poems from



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.

Use Blue John as part of reading and writing.

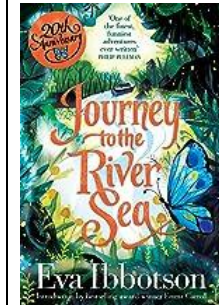
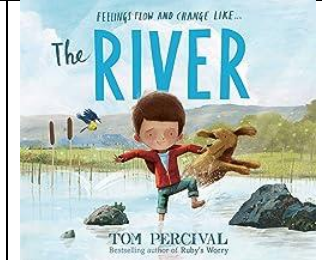
Non-fiction on caves.



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.

I can retell a wider range of stories orally. E.g. fairy stories, myths and legends

	<p>I can make predictions based on details from the text. <i>(Y4) I can make predictions from details in the text from what is implied.</i></p> <p>I can identify and summarise main ideas in a text – in both fiction and non-fiction. <i>(Y4) I can identify the main ideas from the text and summarise them in my own words.</i></p>	<p><i>words in context and explain it.</i></p> <p>I can recognise different forms of poetry.</p>	<p>I can compare texts that are structured in different ways. <i>(Y4) I can use evidence to justify my opinions when comparing.</i></p> <p>I can apply my knowledge of root words, prefixes and suffixes to understand new words as listed in English Appendix 1. <i>(Y4) I can apply my knowledge of root words, prefixes and suffixes to understand new words (origins of words)</i></p> <p><i>(Y4) I can draw on experiences from texts.</i></p> <p><i>(Y4) I can use a range of graphic organisers to enhance my comprehension of a text.</i></p>	<p><i>(Y4) I can identify themes and conventions in a wide range of books.</i></p> <p>I can discuss books written by a familiar author. <i>(Y4) I can talk about books by a familiar author and explain why I like or dislike them.</i></p> <p>I can compare books by the same and different authors. <i>(Y4) I can identify themes and conventions used by different authors.</i></p> <p>I can prepare poems to read aloud and perform using intonation and visual expression. <i>(Y4) I can prepare poems and play scripts to read aloud and perform, showing my understanding through tone, volume and action.</i></p>	<p><i>(Y4) I can understand how language, structure and presentation adds meaning to the text.</i></p>	
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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. *(Y4) I can ask questions to enhance my understanding of the text.*

Year 4/5

Use Wonder in Reading and writing.

Other poems from

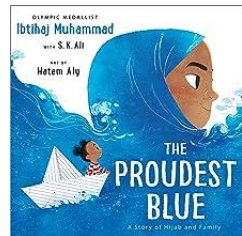
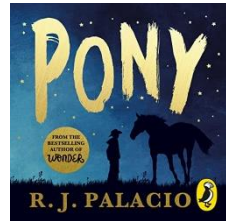
Other greek myths and legends –

Use the last bear in reading and writing.

Use Hansel and Gretel in reading and writing.

Use the boy at the back of the class in reading and writing.

Also refer back to Y4 Objectives

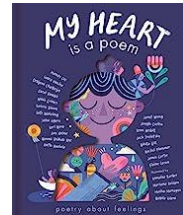
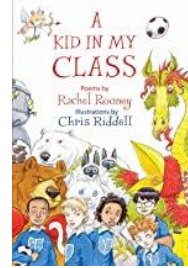


I can draw inferences from the text about characters' feelings, thoughts and motives through their actions.

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)



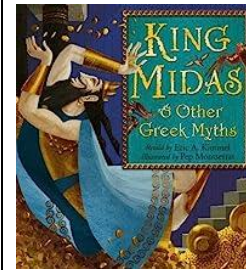
Other Wonder Stories



I can learn a range of poems off by heart to perform to an audience.

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



I can distinguish between statements of fact and opinion.

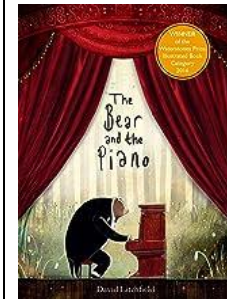
I can give reasoned opinions for my views when comparing within and across texts

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.



Non-fiction – bears.

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.

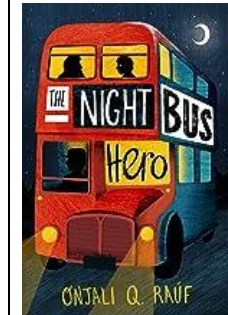
I can retrieve, record and present information from non-fiction texts.



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 give reasons to justify my views

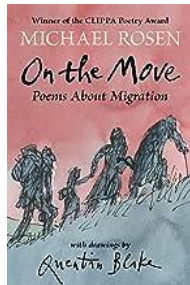
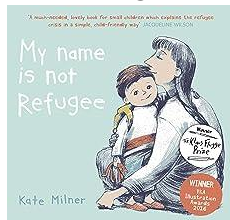
in context with guidance.

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 stories, 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

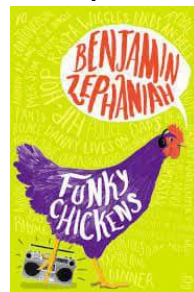
Use refugee in reading and writing.



I can understand, explore and explain the meaning of words in context.

Great Expectations

Other poems from -

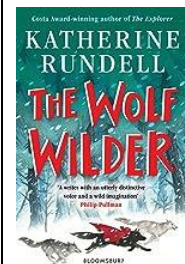


I can recommend authors and texts to others and give reasons for my choices.

I can confidently comment on the structure and layout of a text.

I can compare structures of different texts and comment on their effectiveness.

Other Katherine Rundell Books.

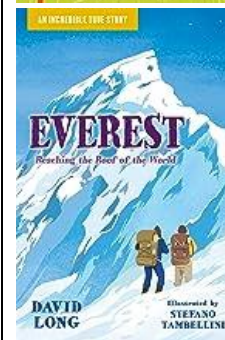
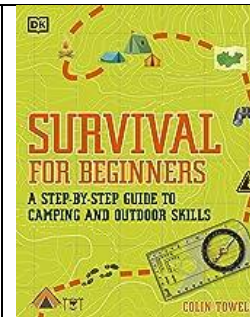


Non-fiction about specific explorers.

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.

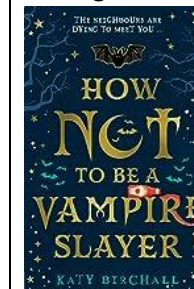
I can use evidence to explain how



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

Use the Graveyard book in reading and writing.

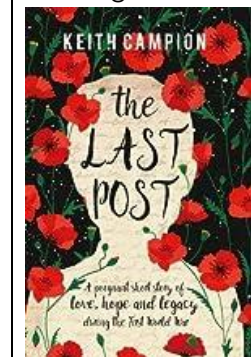


I can select and read books written by a favourite author.

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

Use the flower boy in reading and writing.



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.

	<p>I can confidently use my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>I can read around unfamiliar words to help me understand their meaning.</p>	<p>I can identify how the structure of texts supports and guides the reader.</p> <p>I can use conventions to learn poems and plays off by heart.</p> <p>I can suitably perform a range of poems and plays for different audiences.</p> <p>I can select appropriate intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>authors' use of language impacts on the reader.</p> <p>I can make predictions from what is stated and what is implied.</p>	<p>including figurative language.</p> <p>I can compare themes and conventions across a breadth of texts.</p> <p>I can give reasoned justifications for my views across a breadth of texts.</p>	<p>presentations and debates.</p>	
	<p>Ongoing Across All Units:</p> <ul style="list-style-type: none"> • 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 stories, 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. 					