



## Burton Joyce Primary School – Reading Curriculum Overview

Year Group	National Curriculum Objectives	Approach	Reading for Pleasure
FS	<p><b>EYFS:</b></p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>All English lessons are based upon a high-quality text. Skills covered:</p> <ul style="list-style-type: none"> <li>▪ shared reading</li> <li>▪ analysis of books</li> <li>▪ word level discussion</li> <li>▪ inference</li> <li>▪ retrieval</li> <li>▪ predictions</li> </ul> <p>Phonics: see separate Phonics overview</p> <p>Guided Reading – Oxford Reading Tree</p>	<p>Class story</p> <p>Make own books</p> <p>Storytime</p> <p>Home/school links</p> <p>Children can bring books in from home</p> <p>Role play areas</p>
1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li><input type="checkbox"/> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li><input type="checkbox"/> being encouraged to link what they read or hear read to their own experiences</li> <li><input type="checkbox"/> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li><input type="checkbox"/> recognising and joining in with predictable phrases</li> <li><input type="checkbox"/> learning to appreciate rhymes and poems, and to recite some by heart</li> <li><input type="checkbox"/> discussing word meanings, linking new meanings to those already known</li> <li><input type="checkbox"/> understand both the books they can already read accurately and fluently and those they listen to by:</li> <li><input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li><input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li><input type="checkbox"/> discussing the significance of the title and events</li> <li><input type="checkbox"/> making inferences on the basis of what is being said and done</li> <li><input type="checkbox"/> predicting what might happen on the basis of what has been read so far</li> </ul>	<p>All English lessons are based upon a high-quality text. Skills covered:</p> <ul style="list-style-type: none"> <li>▪ shared reading</li> <li>▪ analysis of books</li> <li>▪ word level discussion</li> <li>▪ inference</li> <li>▪ retrieval</li> <li>▪ predictions</li> </ul> <p>Phonics: see separate Phonics overview</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> <li>▪ children are grouped for reading</li> <li>▪ read with an adult every week</li> <li>▪ text based discussions</li> <li>▪ word level work</li> </ul> <p>Every third week - Through the teaching of UNITS:</p> <p>Three text types covered (fiction; non-fiction; poetry)</p> <ul style="list-style-type: none"> <li>▪ Taught over six days</li> </ul>	<p>Class story</p> <p>Storytime every day</p> <p>Role play areas</p>



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	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate in discussion about what is read to them, taking turns and listening to what others say</li> <li><input type="checkbox"/> explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Each cycle, the children are introduced to new vocabulary and complete many activities based around the vocabulary.</li> </ul>	
<p><b>2</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> discussing the sequence of events in books and how items of information are related</li> <li><input type="checkbox"/> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li><input type="checkbox"/> being introduced to non-fiction books that are structured in different ways</li> <li><input type="checkbox"/> recognising simple recurring literary language in stories and poetry</li> <li><input type="checkbox"/> discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li><input type="checkbox"/> discussing their favourite words and phrases</li> <li><input type="checkbox"/> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li><input type="checkbox"/> understand both the books that they can already read accurately and fluently and those that they listen to by:                 <ul style="list-style-type: none"> <li><input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li><input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li><input type="checkbox"/> making inferences on the basis of what is being said and done</li> <li><input type="checkbox"/> answering and asking questions</li> <li><input type="checkbox"/> predicting what might happen on the basis of what has been read so far</li> <li><input type="checkbox"/> 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</li> </ul> </li> </ul> </li> </ul>	<p>All English lessons are based upon a high-quality text. Skills covered:</p> <ul style="list-style-type: none"> <li>▪ shared reading</li> <li>▪ analysis of books</li> <li>▪ word level discussion</li> <li>▪ inference</li> <li>▪ retrieval</li> <li>▪ predictions</li> </ul> <p>Through the teaching of UNITS: Three text types covered (fiction; non-fiction; poetry)</p> <ul style="list-style-type: none"> <li>▪ Each week, the children are introduced to new vocabulary and complete many activities based around the vocabulary.</li> <li>▪ It is taught over two weeks:             <ul style="list-style-type: none"> <li>○ Week 1 – vocabulary focus and activities, plus a ‘warm’ text and questions, supported by the teacher</li> <li>○ Week 2 – vocabulary focus and activities, plus a ‘cold text and questions, supported by the teacher</li> </ul> </li> </ul>	<p>Class story Storytime every day Role play areas</p>



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	<p>□ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>		
3	<ul style="list-style-type: none"> <li>- Identifies main ideas drawn from a paragraph and summarising these,</li> <li>- Identifies themes and conventions in a range of books</li> <li>- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>- Predicts what might happen from details stated and implied</li> <li>- Identifies words and phrases that capture the reader's interest and imagination</li> <li>- Retrieves and records information from fiction and non-fiction</li> <li>- Uses knowledge of root roots, prefixes and suffixes to understanding the meaning of new words</li> <li>- Explains the meaning of words in context.</li> <li>- Reads for a range of purposes</li> <li>- Reads books that are structured in different ways.</li> <li>- Notices when sentences read don't make sense and self-corrects</li> <li>- Uses knowledge of root roots, prefixes and suffixes to read aloud</li> <li>- Reads age-appropriate books with increasing intonation and expression</li> <li>- Reads age-appropriate books with increasing pace and fluency.</li> </ul>	<p>All English lessons are based upon a high-quality text. Skills covered:</p> <ul style="list-style-type: none"> <li>▪ shared reading</li> <li>▪ analysis of books</li> <li>▪ word level discussion</li> <li>▪ inference</li> <li>▪ retrieval</li> <li>▪ predictions</li> </ul> <p>Through the teaching of UNITS:</p> <ul style="list-style-type: none"> <li>▪ Three text types covered (fiction; non-fiction; poetry)</li> <li>▪ Each week, the children are introduced to new vocabulary and complete many activities based around the vocabulary.</li> <li>▪ Two weekly cycle:             <ul style="list-style-type: none"> <li>○ Week 1 – vocabulary focus plus 'warm' texts and comprehension questions</li> <li>○ Week 2 – vocabulary focus with 'warm' texts and 'cold' texts comprehension questions</li> </ul> </li> </ul>	<p>Class story Storytime every day Topic links Homework links Reading Challenge</p>
4	<ul style="list-style-type: none"> <li>- Reads age-appropriate books with increasing pace and fluency.</li> <li>- Reads age-appropriate books with increasing intonation and expression.</li> <li>- Uses knowledge of root roots, prefixes and suffixes to read aloud.</li> <li>- Notices when sentences read don't make sense and self-corrects.</li> <li>- Predicts what might happen from details stated and implied.</li> <li>- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions.</li> <li>- Justifies inferences with evidence.</li> <li>- Identifies themes and conventions in a range of books.</li> <li>- Identifies main ideas drawn from more than one paragraph and summarising these,</li> <li>- Uses a dictionary to check the meaning of words they have read.</li> <li>- Reads books that are structured in different ways.</li> <li>- Reads for a range of purposes.</li> <li>- Explains the meaning of words in context.</li> </ul>		



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	<ul style="list-style-type: none"> <li>- Uses knowledge of root roots, prefixes and suffixes to understanding the meaning of new words.</li> <li>- Retrieves and records information from fiction and non-fiction.</li> <li>- Identifies words and phrases that capture the reader's interest and imagination.</li> </ul>		
<p><b>5</b></p>	<ul style="list-style-type: none"> <li>- Reads age-appropriate books with appropriate pace and fluency.</li> <li>- Reads age-appropriate books with intonation and expression.</li> <li>- Uses knowledge of root roots, prefixes and suffixes to read aloud.</li> <li>- Notices when sentences read don't make sense and self-corrects.</li> <li>- Reads books that are structured in different ways.</li> <li>- Reads for a range of purposes.</li> <li>- Recommends books that they have read to their peers, giving informed reasons for their choices.</li> <li>- Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>- Provides reasoned justifications for their views.</li> <li>- When discussing texts read, builds on their own and others' ideas and challenges views courteously.</li> <li>- Explores the meaning of words in context.</li> </ul> <ul style="list-style-type: none"> <li>- Uses knowledge of root roots, prefixes and suffixes to understanding the meaning of new words.</li> <li>- Retrieves, records and presents information from fiction and non-fiction.</li> <li>- Distinguishes between statements of fact and opinion.</li> <li>- Identifies how language, structure and presentation contribute to meaning.</li> <li>- Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader.</li> <li>- Predicts what might happen from details stated and implied.</li> <li>- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions.</li> <li>- Justifies inferences with evidence.</li> </ul>	<p>All English lessons are based upon a high-quality text. Skills covered:</p> <ul style="list-style-type: none"> <li>▪ shared reading</li> <li>▪ analysis of books</li> <li>▪ word level discussion</li> <li>▪ inference</li> <li>▪ retrieval</li> <li>▪ predictions</li> </ul> <p>Through the teaching of UNITS: Three text types covered (fiction; non-fiction; poetry)</p> <ul style="list-style-type: none"> <li>▪ Each week, the children are introduced to new vocabulary and complete many activities based around the vocabulary.</li> </ul> <p>Each week they complete a warm text and comprehension questions; as well as a cold text and comprehension questions</p>	<p>Class story Storytime every day Author visits Topic links Homework links</p>



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	<ul style="list-style-type: none"> <li>- Identifies and discusses themes and conventions in and across a wide range of writing.</li> <li>- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> </ul>		
<b>6</b>	<ul style="list-style-type: none"> <li>- Read age-appropriate books with confidence and fluency (including whole novels)</li> <li>- Read aloud with intonation that shows understanding</li> <li>- Work out the meaning of words from the context</li> <li>- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</li> <li>- Predict what might happen from details stated and implied</li> <li>- Retrieve information from non-fiction</li> <li>- Summarise main ideas, identifying key details and using quotations for illustration</li> <li>- Evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- Make comparisons within and across books</li> </ul>		
<b>Whole School</b>	As above	Consistent approach of teaching UNITS, phonics and guided reading	Community links (with Burton Joyce Library) Eric Ashworth Award Stories in assemblies Stories of a Lifetime (international link) World Book Day Theme Days Book Fairs Homework grid