



Burton Joyce Primary School – Reading Curriculum Overview

Year Group	National Curriculum Objectives	Approach	Reading for Pleasure
FS	<p>Children continue to build phonic knowledge and skills by following Letters and Sounds programme</p> <p>To have grapheme phoneme correspondence at phase 2 and 3</p> <p>Blend cvc words</p> <p>Blend ccvc and cvcc words</p> <p>Read tricky words at phonic stages 2, 3 and 4 correctly</p> <p>Read simple phrases or sentences at appropriate phase</p> <p>To be able to say what happened at the beginning, middle and end of a story</p> <p>To retell the story, once developed a deep familiarity with the text; some as exact repetition and some in own words.</p> <p>To be able to answer how and why questions about a text</p> <p>ELG:</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"> ▪ shared reading ▪ analysis of books ▪ word level discussion ▪ inference ▪ retrieval ▪ predictions <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"> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: <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 <input type="checkbox"/> being encouraged to link what they read or hear read to their own experiences <input type="checkbox"/> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <input type="checkbox"/> recognising and joining in with predictable phrases <input type="checkbox"/> learning to appreciate rhymes and poems, and to recite some by heart <input type="checkbox"/> discussing word meanings, linking new meanings to those already known <input type="checkbox"/> understand both the books they can already read accurately and fluently and those they listen to by: <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher 	<p>All English lessons are based upon a high-quality text. Skills covered:</p> <ul style="list-style-type: none"> ▪ shared reading ▪ analysis of books ▪ word level discussion ▪ inference ▪ retrieval ▪ predictions <p>Phonics: see separate Phonics overview</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> ▪ children are grouped for reading ▪ read with an adult every week ▪ text based discussions ▪ word level work 	<p>Class story</p> <p>Storytime every day</p> <p>Role play areas</p>



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	<ul style="list-style-type: none"> <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> discussing the significance of the title and events <input type="checkbox"/> making inferences on the basis of what is being said and done <input type="checkbox"/> predicting what might happen on the basis of what has been read so far <input type="checkbox"/> participate in discussion about what is read to them, taking turns and listening to what others say <input type="checkbox"/> explain clearly their understanding of what is read to them. <ul style="list-style-type: none"> • Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. • Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. • Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. • Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently • Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. • Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. • Pupils should be shown some of the processes for finding out information. • Role-play can help pupils to identify with and explore characters and to try out the language they have listened to. 	<p>Every third week - Through the teaching of UNITS: Three text types covered (fiction; non-fiction; poetry)</p> <ul style="list-style-type: none"> ▪ Taught over six days ▪ Each cycle, the children are introduced to new vocabulary and complete many activities based around the vocabulary. 	
2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: 	<p>All English lessons are based upon a high-quality text. Skills covered:</p> <ul style="list-style-type: none"> ▪ shared reading ▪ analysis of books ▪ word level discussion 	<p>Class story Storytime every day Role play areas</p>



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	<ul style="list-style-type: none"><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<input type="checkbox"/> discussing the sequence of events in books and how items of information are related<input type="checkbox"/> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales<input type="checkbox"/> being introduced to non-fiction books that are structured in different ways<input type="checkbox"/> recognising simple recurring literary language in stories and poetry<input type="checkbox"/> discussing and clarifying the meanings of words, linking new meanings to known vocabulary<input type="checkbox"/> discussing their favourite words and phrases<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<input type="checkbox"/> understand both the books that they can already read accurately and fluently and those that they listen to by:<input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher<input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading<input type="checkbox"/> making inferences on the basis of what is being said and done<input type="checkbox"/> answering and asking questions<input type="checkbox"/> predicting what might happen on the basis of what has been read so far<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<input type="checkbox"/> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.<ul style="list-style-type: none">• Pupils should revise and consolidate the GPCs and the common exception words taught in year 1• When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.	<ul style="list-style-type: none">▪ inference▪ retrieval▪ predictions <p>Through the teaching of UNITS: Three text types covered (fiction; non-fiction; poetry)</p> <ul style="list-style-type: none">▪ Each week, the children are introduced to new vocabulary and complete many activities based around the vocabulary.▪ It is taught over two weeks:<ul style="list-style-type: none">○ Week 1 – vocabulary focus and activities, plus a ‘warm’ text and questions, supported by the teacher○ Week 2 – vocabulary focus and activities, plus a ‘cold text and questions, supported by the teacher	
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	<ul style="list-style-type: none"> • Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. • Pupils should have opportunities to exercise choice in selecting books and be taught how to do so. • Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace'). • The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. • Pupils should learn about cause and effect in both narrative and non-fiction • Increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. • Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. 		
<p>3</p>	<ul style="list-style-type: none"> - Identifies main ideas drawn from a paragraph and summarising these, - Identifies themes and conventions in a range of books - Draws inferences such as inferring characters' feelings, thoughts and motives from their actions - Predicts what might happen from details stated and implied - Identifies words and phrases that capture the reader's interest and imagination - Retrieves and records information from fiction and non-fiction - Uses knowledge of root roots, prefixes and suffixes to understanding the meaning of new words - Explains the meaning of words in context. - Reads for a range of purposes - Reads books that are structured in different ways. 	<p>All English lessons are based upon a high-quality text. Skills covered:</p> <ul style="list-style-type: none"> ▪ shared reading ▪ analysis of books ▪ word level discussion ▪ inference ▪ retrieval ▪ predictions <p>Through the teaching of UNITS:</p> <ul style="list-style-type: none"> ▪ Three text types covered (fiction; non-fiction; poetry) 	<p>Class story Storytime every day Topic links Homework links Reading Challenge</p>



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	<ul style="list-style-type: none">- Notices when sentences read don't make sense and self-corrects- Uses knowledge of root roots, prefixes and suffixes to read aloud- Reads age-appropriate books with increasing intonation and expression- Reads age-appropriate books with increasing pace and fluency.• Teaching comprehension should be taking precedence over teaching word reading directly.• When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].• The complexity of the writing within texts increases the level of challenge.• Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.• They should also learn the conventions of different types of writing• Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.• Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously• Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.• Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.• In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.	<ul style="list-style-type: none">▪ Each week, the children are introduced to new vocabulary and complete many activities based around the vocabulary.▪ Two weekly cycle:<ul style="list-style-type: none">○ Week 1 – vocabulary focus plus 'warm' texts and comprehension questions○ Week 2 – vocabulary focus with 'warm' texts and 'cold' texts comprehension questions	
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	<ul style="list-style-type: none">Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.		
4	<ul style="list-style-type: none">- Reads age-appropriate books with increasing pace and fluency.- Reads age-appropriate books with increasing intonation and expression.- Uses knowledge of root roots, prefixes and suffixes to read aloud.- Notices when sentences read don't make sense and self-corrects.- Predicts what might happen from details stated and implied.- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions.- Justifies inferences with evidence.- Identifies themes and conventions in a range of books.- Identifies main ideas drawn from more than one paragraph and summarising these,- Uses a dictionary to check the meaning of words they have read.- Reads books that are structured in different ways.- Reads for a range of purposes.- Explains the meaning of words in context.- Uses knowledge of root roots, prefixes and suffixes to understanding the meaning of new words.- Retrieves and records information from fiction and non-fiction.- Identifies words and phrases that capture the reader's interest and imagination. <ul style="list-style-type: none">Teaching comprehension should be taking precedence over teaching word reading directly.When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].The complexity of the writing within texts increases the level of challenge.		



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<p>5</p>	<ul style="list-style-type: none"> - Reads age-appropriate books with appropriate pace and fluency. - Reads age-appropriate books with intonation and expression. - Uses knowledge of root roots, prefixes and suffixes to read aloud. - Notices when sentences read don't make sense and self-corrects. - Reads books that are structured in different ways. - Reads for a range of purposes. - Recommends books that they have read to their peers, giving informed reasons for their choices. 	<p>All English lessons are based upon a high-quality text. Skills covered:</p> <ul style="list-style-type: none"> ▪ shared reading ▪ analysis of books ▪ word level discussion ▪ inference ▪ retrieval ▪ predictions 	<p>Class story Storytime every day Author visits Topic links Homework links</p>



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	<ul style="list-style-type: none">- 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.- Provides reasoned justifications for their views.- When discussing texts read, builds on their own and others' ideas and challenges views courteously.- Explores the meaning of words in context. - Uses knowledge of root roots, prefixes and suffixes to understanding the meaning of new words.- Retrieves, records and presents information from fiction and non-fiction.- Distinguishes between statements of fact and opinion.- Identifies how language, structure and presentation contribute to meaning.- Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader.- Predicts what might happen from details stated and implied.- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions.- Justifies inferences with evidence.- Identifies and discusses themes and conventions in and across a wide range of writing.- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.<ul style="list-style-type: none">• Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.• Attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.• Reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves.	<p>Through the teaching of UNITS: Three text types covered (fiction; non-fiction; poetry)</p> <ul style="list-style-type: none">▪ Each week, the children are introduced to new vocabulary and complete many activities based around the vocabulary. <p>Each week they complete a warm text and comprehension questions; as well as a cold text and comprehension questions</p>	
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	<ul style="list-style-type: none">• The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.• Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.• They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.• Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.• In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.• The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review.• Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.• Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.		
6	<ul style="list-style-type: none">- Read age-appropriate books with confidence and fluency (including whole novels)- Read aloud with intonation that shows understanding- Work out the meaning of words from the context- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence		



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| <ul style="list-style-type: none">- Predict what might happen from details stated and implied- Retrieve information from non-fiction- Summarise main ideas, identifying key details and using quotations for illustration- Evaluate how authors use language, including figurative language, considering the impact on the reader- Make comparisons within and across books<ul style="list-style-type: none">• Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.• Attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.• Reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves.• The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.• Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.• They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.• Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.• In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. | | |
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	<p>They should be shown how to use contents pages and indexes to locate information.</p> <ul style="list-style-type: none">• The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review.• Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.• Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.		
Whole School	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