

Our goal is that by the time children leave St Mary’s Fields, all of them **can** read and all of them **choose** to read.

This document outlines when different reading skills are taught across KS2. By KS2, teaching of comprehension takes precedence over teaching of word reading and fluency skills. However, teachers in KS2 continue to model good decoding throughout reading lessons. They also support word reading development through the teaching of vocabulary. Any children who have been identified as needing additional support in order to develop their fluency are given targeted interventions.

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| **Autumn** |  | **F1** | **F2** | | **Year 1** | **Year 2** |
| **Topics** | This is Me!  Celebrations | It’s good to be me!  Celebrations | | This is Me – science human body  Materials- science  Seasons -Autumn | Explorers  Animals and their Habitats |
| **Key texts** | So Much!  Spot goes to School  Brown Bear, Brown Bear.  What I like about me!  Pumpkin Soup  Wake up Charlie Dragon!  Hodge the Hedgehog  Happy Hedgehog Band.  The Christmas Book  Kipper’s Christmas Book  Shine! | Pete the Cat: Rocking in my school shoes  My Family  Our Heroes/Supertato  Sparks in the Sky  We’re Going on a Pumpkin Hunt  Mr & Mrs Birthday  The Jolly Christmas Postman  **Shared Reading:**  The Wobbly Tooth  A new dog  Kipper’s Laces  The Water Fight  Spots! | | The Colour Monster – Anna Llenas  Look what I can do- Anholt (book and ppt)  All about Materials x2 big books  Materials ppt  **Shared reading:** *Appropriate books for needs of the class from the Year 1 big books collection including:*  Feelings  The Lion and the Mouse  The Blue Jackal  The Hungry Giant  Suddenly  Little Red Hen  Ant and Dove  **Story books** traditional tales | Bob’s best ever friend  Bob the Man on the Moon  Lost and Found  Poles Apart  The Magic Finger |
| **Poetry/rhymes** | **Song/Rhyme of the Week:**  It’s good to be me!  This is the way we go to school!  5 little Leaves.  A Hedgehog is very prickly,  Diwali is Here!  Jingle Bells! | Fantastic First Poems | | 5 senses poem  *As I went out the other day my head fell off and rolled away* | Michael Rosen  First Poetry Book |
| **Non-fiction** | What I like about Me! Let’s Celebrate Diwali  Being a Hindu Being a Christian | The Diwali Story | | My Body (big book) | **Usborne- Night Animals, Dangerous Animals** |
| **Phonics** | Phase 1: Aspects 1-6  ASSESSMENT  - | Phase 1 | Begin teaching phase 2 | Recap any phase 5 digraphs not secure.(based on class assessments)  Move on to Phase 5 alternate pronunciations as soon as possible. | Recap any phase 5 digraphs not secure.(based on class assessments)  Move on to Phase 5 alternate pronunciations as soon as possible. |
| **Common exception words/high-frequency words** | Throughout EYFS and KS1, children work through the letters & sounds high-frequency words. These are taught in response to regular assessment, at the pace of each child. | | | | |
| No teaching of sight words this term. | First 45 HFW  the, and, to, said, in, he, I, of, it, was, you, they, on, she | | 100 HFW  Consolidation of the first 45 and the following 55 | First 145 consolidated and taught to specific target children  Next 200 are taught through appropriately pitched English, Shared and Guided Reading sessions. |
| **Comprehension strategies** |  |  | | If the sentencedoes not make sense, I go back to the beginning of the sentence and reread it. | **If it still does not make sense,** I can read the sentence before, the sentence and the following sentence and use these to try and work out the meaning. |

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| **Autumn** |  | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| **Class books** | **Charlie and the Chocolate Factory** | | **Demon Headmaster (year 4)**  **Demon headmaster and the prime ministers brain (4DS –Not completed)**  **Harry Potter and the Philosophers stone (4CK – not completed)** | | **Holes**  **A Christmas Carol** | | **Goodnight Mister Tom**  **The Spook’s Apprentice (OH)**  **Seaglass (RK)** | |
| **Shared reading texts** | **Fiction: Flat Stanley**  **Elf Road**  **Non-fiction: The Problem with Plastic**  **What can you do to end plastic pollution?**  **Poetry: The Sound Collector** | | **Fiction: Three Grisly Children**  **Extracts from ‘More to read’.**  **Non-fiction: Linked to curriculum (non-chron, letter)**  **Poetry: Kennings Poem** | | **Horrible Geography**  **Talking Turkeys**    **Holes**  **A Christmas Carol** | | **Fiction: Goodnight Mister Tom (and various lovereading)**  **Non-fiction: WW2 focus (diaries, letters etc.)**  **Poetry: From a Railway Carriage, A Visit from St Nicholas** | |
| **Block 1** | Assessment of reading skills | Assessment of reading skills | Assessment of reading skills | Fluency | Assessment of reading skills | Fluency | Assessment of reading skills | Fluency |
| **Block 2** | Decoding strategies | | Wondering | | Wondering | Predicting | Working memory | Visualising |
| **Block 3** | Reading with expression (reading for punctuation) | | Visualising | | Visualising | | Wondering | Predicting |
| **Block 4** | Visualising | | Grammar (conjunctions) | | Grammar (conjunctions) | | Grammar for reading | |
| **Block 5** | Background knowledge | | Inference | | Inference | | Background knowledge | Inference |

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|  | **Block 6** | | Working memory | Vocabulary in context | Performing poetry | Working memory | Retrieving information | Performing poetry |
| **Spring** |  | | **F1** | **F2** | | **Year 1** | **Year 2** | |
| **Topics** | | **The World:** Weather: Ice and Snow  The Polar Regions: North and South Poles.  Penguins and Polar Bears  Look Up! To The Clouds and Beyond!  Space | The World: The Weather  Adventure above and under the clouds | | Seasons- winter  Geography- physical and human features  History – old toys  Science -Animals  Seasons-spring | **Great fire on London** | |
| **Key texts** | **Fiction** | Alfie’s Weather  Kipper’s Snowy day.  Penguin Small  Polar Bear, Polar Bear.  Whatever Next  The Man on the Moon  **Shared Reading:**  **At School**  **Rainy Day**  **In the Tall, tall Grass**  **I went walking**  **Walking thro the Jungle**  **I love Animals**  **Smarty Pants**  **Farm Concert** | The Tale of Jack Frost  Siren’s Seasons  Mrs Mopple’s Washing Line  The Sea of Tranquility  Goodbye Mr Spaceman  Alien Tea on Planet Zoom Zee  How to Grow a Dinosaur  Pizza for Pirates  Look Up  **Shared Reading:**  Mrs Wishy Washy  Smarty Pants  The Foggy Day  Floppy’s Bath  Kippers Balloon  New trainers  The bad dream | | **The Lonely Beast –** Chris Judge  **What Am I? – Kangaroo** Moira Butterfield  **Shared reading:** *Appropriate books for needs of the class from the Year 1 big books collection including:*  This is the Bear  This is the Bear and the Scary Night  3 Billy Goats Gruff  The Gingerbread Man  **Story books** about winter (inc *One Snowy Night*; spring (Dora’s Eggs), lost/old toys e.g. Dogger, Blue Kangaroo, Threadbare etc and animals (Greedy Zebra etc) | Fantastic Mr Fox  Traditional Tales  Seriously Silly stories  The Real Story of the 3 little pigs  The Baker’s Boy and the Great Fire of London | |
| **Rhymes/poems** | **Songs/Rhyme of the Week**  5 little Polar Bears  Teddy Bear, Teddy Bear touch the ground  5 little Boys/Girls in a Flying Saucer. | Space Poems  5 little men in a Flying Saucer | | Snowman poem  Lizard – Penny Kent  Whisky Frisky (squirrel | A Light in the Attic | |
| **Non-fiction** | D.K: Weather.  The Easter Story | The Weather  Easter Story | | Gran’s Toys, My Toys | The Great Fire of London | |
| **Phonics** | | Phase 1:  Aspects – 2, 3, 4, 5 | Phase 2 | Phase 3 | Phase 4/5 responsive to children | Finish and secure phonics- phase 5 alternate spellings  Move on to No nonsense spellings | |
| **Common exception words** | | Introduction of Shared Reading.  After Christmas.  I mum dad on, in, is, and the a  ASSESSMENT | come look here is for at his but that with all we can are up | | First 90 consolidated and taught to specific target children  Next 50 are taught through appropriately pitched English, Shared and Guided Reading sessions. | First 145 consolidated and taught to specific target children  Next 200 are taught through appropriately pitched English, Shared and Guided Reading sessions. | |
| **Comprehension strategies** | | **Teach:** Front Cover, Back Cover.  Difference between picture and text.  **Use Picture Clues:** ‘What can you see?’  **Encourage children to predict what’s happens next.**  **Begin to say a sentence.**  ‘What next?’ ‘What do you think?’  ‘I see’  ‘I Say: You Say.’ | If the sentencedoes not make sense, I go back to the beginning of the sentence and reread it. | | If the sentencedoes not make sense, I go back to the beginning of the sentence and reread it.  **If it still does not make sense,** I can read to the end of the next sentence and then go back and reread both sentences to help me understand the meaning | **If it still does not make sense,** I can read the sentence before, the sentence and the following sentence and use these to try and work out the meaning.  I can look at the punctuation and reread the sentence using it to help me understand the meaning better | |

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| **Spring** |  | **Year 3** | **Year 4** | **Year 5** | | **Year 6** | |
| **Class books** | **The Twits**  **Charlotte’s Web** | **Kane Chronicles** |  | |  | |
| **Shared reading texts** | **Fiction:**  **The Suitcase Kid**  **Mulan**  **King of the Sky**  **Hansel and Gretel**  **I was a rat**  **Non-fiction:**  **Rushing Rivers**  **Poetry:** | **Fiction: More Thinking texts (various)**  **Non-fiction:**  **Poetry: John Lyons (various)** | **Fiction: Natasha’s Will, The Case of the Drowned Pearl, Richard III**  **Non-fiction: Friction**  **Poetry: The Scarecrow** | | **Fiction:**  **Non-fiction:**  **Poetry:** | |
| **Block 1** | Wondering | Working memory | Inference | | Scanning | Skimming |
| **Block 2** | Inference | Predicting | Scanning | | Summarising | Theme |
| **Block 3** | Grammar (conjunctions) | Skimming | Retrieving information | | Vocabulary in context | Question focus: Vocabulary |
| **Block 4** | Retrieving information | Grammar (pronoun tracking) | Grammar (conjunctions) | Grammar (pronoun tracking) | Question focus: Retrieval | |
| **Block 5** | Revisit skills | Theme | Summarising | | Question focus: Inference | |
| **Block 6** | Assessment/revisit skills | Assessment/revisit skills | Assessment/revisit skills | | Assessment/revisit skills | |

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| **Summer** |  | **F1** | **F2** | **Year 1** | **Year 2** |
| **Topics** | Growing.  Minibeasts | Growing  Minibeasts | Science – Plants  Geography- parts of the UK  Seasons – summer  DT- salad | Plants! Plants! Plants! |
| **Key texts** | Titch  Jasper’s Beanstalk  The very Hungry Caterpillar  Oliver’s Vegetables    **Shared Reading**  **Sand**  **Fred told Me**  **Toys Party**  **Go- Kart** | The Tiny Seed  Jack and the Beanstalk  Jack and the Meanstalk  Handa’s Surprise  How to Grow a Dinosaur  Bumblebear  Pizza for Pirates  The Naughty Bus  **Shared Reading:**  Stone Soup  The Secret Room  The Magic Key  House for sale | **Billy’s Sunflower**  **Shared reading:** *Appropriate books for needs of the class from the Year 1 big books collection including:*  Jasper’s Beanstalk.  Finn McCool (ppt)  George & the Dragon (ppt)  Monster Mistake (ppt)  Paper Bag Princess (ppt)  Story books - Jodie’s Beans  Jack and the beanstalk  The Tiny seed | The Tin Forest  The Owl Who Was Afraid of the Dark  Jack and the Baked Beanstalk  The Lost thing  The Fire Work Maker’s Daughter  The Dragon Machine |
| **Poetry/rhymes** | I’m a tiny Seed growing, growing.  5 little peas in a pea pod pressed.  Little Arabella Miller  Fuzzy Wuzzy Caterpillar  If I were a Butterfly |  | The Little Plant  Planting |  |
| **Non-fiction** | The Tree | Mini Beasts  How does a frog grow? | Planting seed instructions  Salad instructions/recipe | You Wouldn’t want to be a Victorian School Child |
| **Phonics** | Phase 1:  Aspects 5-7 | Phase 3 | Recap any Phase 3 digraphs that are not secure. Move on to Phase 4 as quickly as possible. | Phonics only taught in small groups to pupils who have not yet secured. |
| **Common exception**  **words/high-frequency words** | Throughout EYFS and KS1, children work through the letters & sounds high-frequency words. These are taught in response to regular  assessment, at the pace of each child. | | | |
| Words introduced through Shared Reading and discreet Sight word sessions I, mum, and, the, The, dad, a, A, on, in, of, is, it, said, to  ASSESSMENTS | had my her what there out this have went be like some so not then were go little | Complete year 1 list | First 145 consolidated and taught to specific target children  Next 200 are taught through appropriately pitched English, Shared and Guided Reading sessions. |
| **Comprehension strategies** | **Introduce Lilac Books (Reading Planet)**  **Use Picture Clues:** Can the children talk about the pictures? Can they remember the main points of the story? | If the sentence does not make sense, then I go back to the beginning of the sentence and reread it. | If the sentencedoes not make sense, I go back to the beginning of the sentence and reread it. | **If it still does not make sense,** I can read the sentence before, the sentence and the following sentence and use these to try and work out the meaning. |

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| **Summer** |  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Class books** | **Lady Lollipop**  **BFG** | **Billionaire Boy (4CK),**  **House of Hell (4DS)**  **The Witches (Year 4)** | **Floodland** |  |
| **Shared reading texts** | **Fiction:**  **The Iron Man**  **Non-fiction:**  **How to make a shadow instructions (linked to science)**  **The Roman Empire**  **Poetry:**  **The British** | **Fiction: More Thinking (various)**  **Non-fiction: Electricity**  **Examples reading resources (independent activity for retrieval)**  **Poetry:** | **Fiction: Floodland**  **Non-fiction:**  **Poetry: Charlie Chaplin** | **Fiction:**  **Non-fiction:**  **Poetry:** |
| **Block 1** | Vocabulary in context | Grammar (determiners) | Predicting | SATs prep |
| **Block 2** | Grammar (noun phrases) | Summarising | Theme | SATs prep |
| **Block 3** | Predicting | Retrieving information | Vocabulary in context | Performance |
| **Block 4** | Summarising | Scanning | Skimming | Performance |
| **Block 5** | Inference | Sequencing | Reading with expression | Recommending/reviewing |
| **Block 6** | Assessment/revisit skills | Assessment/revisit skills | Assessment/revisit skills | Assessment/revisit skills |