

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 bodyMaterials- scienceSeasons -Autumn | ExplorersAnimals and their Habitats |
| **Key texts** | So Much!Spot goes to SchoolBrown Bear, Brown Bear.What I like about me!Pumpkin SoupWake up Charlie Dragon!Hodge the HedgehogHappy Hedgehog Band.The Christmas BookKipper’s Christmas BookShine! | Pete the Cat: Rocking in my school shoesMy FamilyOur Heroes/SupertatoSparks in the SkyWe’re Going on a Pumpkin HuntMr & Mrs BirthdayThe Jolly Christmas Postman**Shared Reading:** The Wobbly ToothA new dogKipper’s LacesThe Water Fight Spots!  | The Colour Monster – Anna LlenasLook what I can do- Anholt (book and ppt)All about Materials x2 big booksMaterials ppt**Shared reading:** *Appropriate books for needs of the class from the Year 1 big books collection including:*FeelingsThe Lion and the MouseThe Blue JackalThe Hungry GiantSuddenlyLittle Red HenAnt and Dove**Story books** traditional tales | Bob’s best ever friendBob the Man on the MoonLost and FoundPoles ApartThe 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 RosenFirst Poetry Book |
| **Non-fiction** | What I like about Me! Let’s Celebrate DiwaliBeing a HinduBeing a Christian | The Diwali Story | My Body (big book) | **Usborne- Night Animals, Dangerous Animals** |
| **Phonics** | Phase 1: Aspects 1-6ASSESSMENT- | 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 HFWConsolidation of the first 45 and the following 55 | First 145 consolidated and taught to specific target childrenNext 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 SnowThe Polar Regions: North and South Poles.Penguins and Polar BearsLook Up! To The Clouds and Beyond!Space | The World: The WeatherAdventure above and under the clouds | Seasons- winterGeography- physical and human featuresHistory – old toys Science -AnimalsSeasons-spring | **Great fire on London** |
| **Key texts** | **Fiction** | Alfie’s WeatherKipper’s Snowy day.Penguin SmallPolar Bear, Polar Bear.Whatever NextThe 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 FrostSiren’s SeasonsMrs Mopple’s Washing LineThe Sea of TranquilityGoodbye Mr SpacemanAlien Tea on Planet Zoom ZeeHow to Grow a DinosaurPizza for PiratesLook Up**Shared Reading:** Mrs Wishy WashySmarty PantsThe Foggy Day Floppy’s BathKippers BalloonNew trainersThe 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 BearThis is the Bear and the Scary Night3 Billy Goats GruffThe 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 FoxTraditional TalesSeriously Silly storiesThe Real Story of the 3 little pigsThe Baker’s Boy and the Great Fire of London |
| **Rhymes/poems** | **Songs/Rhyme of the Week**5 little Polar BearsTeddy Bear, Teddy Bear touch the ground5 little Boys/Girls in a Flying Saucer. | Space Poems5 little men in a Flying Saucer | Snowman poemLizard – Penny KentWhisky Frisky (squirrel | A Light in the Attic |
| **Non-fiction** |  D.K: Weather.The Easter Story | The WeatherEaster 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 spellingsMove 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 childrenNext 50 are taught through appropriately pitched English, Shared and Guided Reading sessions. | First 145 consolidated and taught to specific target childrenNext 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 – PlantsGeography- parts of the UKSeasons – summerDT- salad | Plants! Plants! Plants! |
| **Key texts** | TitchJasper’s BeanstalkThe very Hungry Caterpillar Oliver’s Vegetables **Shared Reading** **Sand****Fred told Me****Toys Party****Go- Kart**  | The Tiny SeedJack and the BeanstalkJack and the MeanstalkHanda’s SurpriseHow to Grow a DinosaurBumblebearPizza for PiratesThe Naughty Bus**Shared Reading:**Stone SoupThe Secret RoomThe Magic KeyHouse 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 BeansJack and the beanstalkThe Tiny seed | The Tin ForestThe Owl Who Was Afraid of the DarkJack and the Baked BeanstalkThe Lost thingThe Fire Work Maker’s DaughterThe Dragon Machine |
| **Poetry/rhymes** | I’m a tiny Seed growing, growing.5 little peas in a pea pod pressed.Little Arabella MillerFuzzy Wuzzy CaterpillarIf I were a Butterfly |  | The Little Plant Planting |  |
| **Non-fiction** | The Tree | Mini BeastsHow does a frog grow? | Planting seed instructionsSalad 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, toASSESSMENTS | 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 childrenNext 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 |