

Year 2 Reading Curriculum

- Whole Book Study – this is where reading lessons are based on a book rather than a short story from Grammarsaurus. This book is usually linked to a writing unit. Within a week, children will read a chapter/s (more or less dependent on length), complete some fluency activities and answer questions (use Lit Shed to guide these lessons). Whole Book Study books can also be shared at the end of the day if not completed. These lessons should have lots of emphasis on fluency and vocabulary.
- Reading skills – this will follow the plan set out in How We Teach Reading.
- If using Comprehension Crushers – be mindful that the powerpoints are not always in the order in which we teach reading so may need some adjusting. Also ensure worksheets are not being overused! Can they write the questions and answers?
- New vocabulary is to be displayed within the classroom.
- Where not specified, teachers can choose a text from Grammarsaurus based on any genre or subject (these could link to writing to expose genre or link to foundation subjects/class interests). Ensure that genres are mixed.

1a – introduction to vocab teaching and strategies based on India V -meaning of word	1b – The Enormous Carrot / The Macaroon Man R -True/False S - Order events 1-4 R -Why did...?	1b/1c – retrieving information from the text – recipe S -Order events 1-4/5 R -What...?	1d – make inference from a range of poems justifying inference with evidence – Roald Dahl Little Red Riding Hood and the Wolf. I - Finding evidence for “How do you know...?”	1a/1b – Vocabulary and retrieval based on Animal Groups / Insects V - In this sentence _____ means. R - True/False.	Review – The Gingerbread Man
Whole Book Unit – On Sudden Hill (Lit Shed) Range of retrieval questions as per the Lit Shed Vipers Planning Vocabulary – focus on “ _____ means the same as” tick boxes	1a/1b/1c Identify and explain key aspects of how plants grow / information texts about plants V - Find and copy a word R – Two things you are told about...	1c/1a– Changes in Toys/Mobile phones V – In this sentence, the word _____ means the same as... S – Draw three lines...	Whole Book Unit – That Book Belongs to Emily Brown! (Lit Shed)	1d – Not Now Bella / How Anansi Got Thin Legs I – Write two reasons I – Why...?	Review – review of content domains so far.

Comprehension crusher Grammarsaurus

Whole Book Text (Lit Shed)

Grammarsaurus short text

Online/book

Year 3 Reading Curriculum

- Whole Book Study – this is where reading lessons are based on a book rather than an extract. This book is usually linked to a writing unit. Within a week, children will read a chapter/s (more or less dependent on length), complete some fluency activities and answer questions (use Lit Shed to guide these lessons). Whole Book Study books can also be shared at the end of the day if not completed. These lessons should have lots of emphasis on fluency and vocabulary.
- Reading skills – this will follow the plan set out in How We Teach Reading.
- New vocabulary is to be displayed within the classroom.
- Where not specified, teachers can choose a text from Grammarsaurus based on any genre or subject (these could link to writing to expose genre or link to foundation subjects/class interests). Ensure that genres are mixed.

Autumn 1 (7 weeks)	2a – intro to vocab meaning of word	Whole Book Study – Stone Age Boy (3 weeks) Mixture of retrieval, inference, vocabulary focus.		2b – retrieval of facts from information texts true/false write 3 things down	2d – make inference from poems. Maya Angelou – Alone/Life Doesn't Frighten Me At All practise finding evidence from text	2c – summarising of facts from non-fiction text sequencing	
Autumn 2 (7 weeks)	Whole Book Study – Teacher Choice (3 weeks) & finish in end of day reading if necessary Mixture of retrieval, inference, vocabulary focus.			2a – vocabulary focus word is closest in meaning to	2b – retrieval of facts true/false	2b/2d – persuasive text fact/opinion what else tells us...	2c – summarising sentences/paragraphs/extracts from fiction what was revealed at...? Tick box sequencing
Spring 1 (5 weeks)	Whole Book Study – Varjak Paw (5 weeks) & finish in end of day reading Mixture of retrieval, inference, vocabulary focus.						
Spring 2 (5 weeks)	Whole Book Study – The Twits (3 weeks) & finish in end of day reading				2d – make inferences practise finding evidence for point practise making point for evidence	2f – playscripts Choice of language to portray emotion	
Summer 1 (7 weeks)	2f/2c – newspaper reports based on fairy tales. sequencing correct option ordering tick features in report	2a/2g – use of figurative language in poetry for impact – T S Eliot The Mystery Cat What word suggests that...	2d – inference of characters fiction text Statement/evidence Impression/evidence	2a/2b – retrieval and vocabulary find and copy word/phrase What does word mean in sentence	2b – retrieval of Plants (Sample Paper 2016) give two reasons why true/false	2h – comparing the stories of Jesus.	
Summer 2 (7 weeks)	Whole Book Study – teacher choice (4 weeks) & finish in end of day reading				Recap of skills – fiction	Recap of skills – non fiction	Recap of skills - poetry

Year 4 Reading Curriculum

- Whole Book Study – this is where reading lessons are based on a book rather than an extract. This book is usually linked to a writing unit. Within a week, children will read a chapter/s (more or less dependent on length), complete some fluency activities and answer questions (use Lit Shed to guide these lessons). Whole Book Study books can also be shared at the end of the day if not completed. These lessons should have lots of emphasis on fluency and vocabulary.
- Reading skills – this will follow the plan set out in How We Teach Reading.
- New vocabulary is to be displayed within the classroom.
- Where not specified, teachers can choose a text from Grammarsaurus based on any genre or subject (these could link to writing to expose genre or link to foundation subjects/class interests). Ensure that genres are mixed.

Autumn 1 (7 weeks)	2a – introduction to vocab teaching and strategies meaning of word... choose closest in meaning to...	2b – retrieval of facts from 3 information text True/false... Write down 3 things...	2d – make inference from poems justifying with evidence ‘If’ by Rudyard Kipling. Practise finding evidence from text...	2g – use of figurative language for impact in poetry – Maya Angelou Still I Rise (7 th para removed) Give one example of... What does this suggest about...	2c – Summarising of facts Sequencing... Correct option ordering...	2a/2b/2c/2d – review of taught content domains.	
Autumn 2 (7 weeks)	Whole Book Study – Arthur and The Golden Rope (3 weeks) & finish in end of day reading Mixture of all content domains.			Whole Book Study – How to Train Your Dragon (need to get to Chapter 3 for writing) Mixture of retrieval, inference, vocabulary focus.		2d/2f – structure and inferring playscripts – How do you know that... How do you know that character was feeling emotion	
Spring 1 (5 weeks)	Whole Book Study – The Iron Man (3 weeks) & finish in end of day reading Mixture of all content domains.			2d – inference from fairy story Statement/evidence... Impression/evidence...	2a – vocabulary focus Find and copy... ‘quote’ this tells us this was...		
Spring 2 (5 weeks)	Whole Book Study – Beowulf (3 weeks) & finish in end of day reading Mixture of all content domains.			2h – make comparisons on stories about care – Good Samaritan & Zacharia What did ___ have in common/difference... How did ___ react? How was the _____ the same/different...	2b – retrieval of facts – diary entry/biography According to the text... Give two reasons why... True/false...		
Summer 1 (7 weeks)	Whole Book Study – Charlie and The Chocolate Factory (4 weeks) & finish in end of day reading Mixture of all content domains.				2d – looking at human emotions Statement/evidence... Impression/evidence (3 marks) Fact/opinion	2c/2a – summarise and vocab work on instructions/explanation texts What was revealed at the end/middle/first para... Find and copy	Recap on any areas in need – song stimulus? Who’s Laughing Now – Jessie J Read All About it - Emeli Sande
Summer 2 (7 weeks)	Whole Book Study – teacher choice (3 weeks) & finish in end of day reading Mixture of retrieval, inference, vocabulary focus.				Recap of skills and sticking points – fiction Tick boxes Inference all	Recap of skills and sticking points – non fiction Summarise Retrieval	Recap of skills – poetry Vocab Inference

Year 5 Reading Curriculum

- Whole Book Study – this is where reading lessons are based on a book rather than an extract. This book is usually linked to a writing unit. Within a week, children will read a chapter/s (more or less dependent on length), complete some fluency activities and answer questions (use Lit Shed to guide these lessons). Whole Book Study books can also be shared at the end of the day if not completed. These lessons should have lots of emphasis on fluency and vocabulary.
- Reading skills – this will follow the plan set out in How We Teach Reading.
- New vocabulary is to be displayed within the classroom.
- Where not specified, teachers can choose a text from Grammarsaurus based on any genre or subject (these could link to writing to expose genre or link to foundation subjects/class interests). Ensure that genres are mixed.

Autumn 1 (7 weeks)	2a – introduction to vocab teaching and strategies meaning of word... choose closest in meaning to...	2b – retrieval of facts from information text True/false... Write down 3 things...	2d – make inference from poems justifying with evidence ‘The Tyger’ by William Blake Find things that suggest... Finding evidence	2c/2f – Summarising of facts and structure of information texts Sequencing... Correct option ordering... Why has the author used...(e.g a text box, bold writing).	2a/2d – vocab and inference on human emotions in fairytale narratives The word ____ suggests ____ is feeling... Statement/evidence Impression/evidence	2a/2b/2c/2d – review of taught content domains.
Autumn 2 (7 weeks)	Whole Book Study – Boy At The Back of the Class (3 weeks) & finish in end of day reading. Mixture of all content domains.			2a/2d – Disney songs I’ve Got a Dream Tangled / Be Prepared Lion King Find/copy a word/phrase... How do you think Statement/evidence		2d/2f – structure and inferring playscripts – How do you know that... How do you know that character was feeling emotion Examine playwright’s choice of language to portray emotions
Spring 1 (5 weeks)	Whole Book Study – Cosmic (2 weeks) & finish in end of day reading. Mixture of all content domains and activities.			2b – retrieval of facts on space tourism (2016 SATS sample paper) Fact/opinion... What are...	2a – vocabulary focus Find and copy... ‘quote’ this tells us this was...	
Spring 2 (5 weeks)	2d/2a/2b – mixture of domains on Jabberwocky Comprehension Crusher What does the word ____ mean? What? Questions How can you tell that...?	2b/2c – South America/Europe Comprehension Crusher Find and copy one word... How/Where/What? True or False?	Whole Book Study – Hidden Figures Mixture of all content domains and activities.	2d/2f – poetry Benjamin Zephaniah? Infer meaning of words Author choice		
Summer 1 (7 weeks)	Whole Book Study – The Last Bear (3 weeks) & finish in end of day reading. Mixture of all content domains and activities.			2a/2b/2c – The Ungrateful Snake/The Story of Lord Krishna Comprehension Crusher The word ____ is closest in meaning to Explain why	Poetry – Lady of Shallot/Sonnet 18	
Summer 2 (7 weeks)	Whole Book Study – teacher choice (3 weeks) & finish in end of day reading (Could link to writing) Mixture of retrieval, inference, vocabulary focus.			Recap of skills and sticking points – fiction Tick boxes Inference all	Recap of skills and sticking points – non fiction Summarise Retrieval	Recap of skills – poetry Vocab Inference

