

Stow Heath Primary School – Reading Overview 2020-2021



The teaching of Reading begins with Phonics. This starts in our Nursery using Mr Tig Tog, which is a communication and language resource developed by our Assistant Head of Early Years and a previous Literacy Advisor in the authority. As soon as pupils are ready, they progress to Read Write Inc. The school currently only uses the phonic speed sound part of the programme. Pupils progress is closely monitored to ensure that any pupils who are behind the expected standard at given points are provided with the necessary support to enable them to catch up. The school aims to ensure that all pupils reach the expected standard at the end of KS1 so they can access a breadth of curriculum at KS2 and comprehend and read fluently by the time they leave.

As part of the school’s Literacy curriculum, pupils are exposed to high quality texts appropriate for their year group. We teach reading skills in relation to reading domains so that pupils become confident in answering a range of questions that demonstrate deep levels of understanding of what they have read.

Pupils are heard read regularly, books that match their reading ability both at home and in school. Parents, particularly in EYFS and KS1 are encouraged to attend parental workshops and open sessions that provide them with the information they need in order to support their child at home.

We want all of our children to enjoying a love of reading. In order to do this, we provide designated parts of the timetable where pupils can ‘Read for Pleasure’. We also ensure that pupils listen to adults read stories that are selected through pupil voice and books that have been selected by famous authors as books all children should have read. Reading across the curriculum enables pupils to transfer reading skills to other curriculum areas and in turn ensure that pupils acquire new knowledge. Reading in school is further enhanced by additional planned days that are themed around reading engagement eg World Book Day, Roald Dahl Day and Nursery Rhyme Week.

Pupils will have a weekly Reading comprehension lesson linked to the genres and texts they cover below:

Year Group	Autumn term 1	Autumn term 2
Year R	<p>All about me</p> <p>The great big book of families / Harry and the dinosaurs go to school ORT Characters / RWI</p>	<p>Here come the dinosaurs!</p> <p>Here come the dinosaurs / Dinos love underpants / Dinosaur non-fiction / Dinosaurs Roar /The lighthouse keepers xmas lunch</p>
Year 1	<p>Comprehension questions linked to Colourful Semantics questions - Who/ What/ What doing/ Where</p>	
		<p>Labels and Lists – Christmas</p>

Year 2	Postcards – Holidays	Stories with familiar settings Text: ORT On the sand Dogger by Shirley Hughes		Traditional Tales Text: Beauty and the Beast	Humorous Poems Text: Freaky Week	Letters Text: The Jolly Christmas Postman
Year 3	Recounts and Diaries Text: Diary of a killer cat by Anne Fine	Stories about imaginary worlds Text: Stone Age Boy by Satoshi Kitamura	Shape Poems Use examples from the Nelson Comprehension as examples	Stories from another culture Text: Ansansi The catch (Literacy shed)	Letters Text: Dear Father Christmas by Alan Durant	Traditional Poems Text: Twas the night before christmas
Year 4	Recounts Text: The Ugly Sharkling – Literacy Shed	Non Chronological reports Stimulus: Topic Link 'H20' – Industrial Revolution Text: My First Book of Transport	Chronological Reports Autobiographies and biographies Rosa Parks Linked to Black History Month	Fables Text: Town mouse/ County mouse Fox and Grapes	Fairy Stories and Playscripts Text: The Princess and the Pea – you tube video The pea and the princess - Mini Grey	Performance poetry Stimulus: From a Railway Carriage Dinosaur Rap Football Mad
Year 5	Classic Fiction/Short Story Text: Jungle Book by Rudyard Kipling		Instructions/Explanation text Stimulus: Topic Link - 'Rites and Rituals' – How chocolate is made Bean to bar	Recounts/Eye witness account/Newspaper report Stimulus: Topic Link 'Rites and Rituals' – Exploration and Encounters text - Page numbers are from Oxford Primary History – Exploration and Encounters Use 'Mayan Sacrifice' Newspaper style text	Observational/ Imagery Poetry Stimulus: Christmas / Winter images	
Year 6	Historical Stories Text: Friend or Foe by Michael Morpurgo		Narrative Poems Text: The Highwayman by Alfred Noyes	Non -Chronological Reports Stimulus: Topic Link WW2 Text: How were the Jews treated during WW2?	Recounts and Diary Extracts Text: The Diary of Anne Frank Stimulus: Topic Link 'The Black out! The Girl in the red coat.	Biographies Stimulus: Topic Link 'The Black out!' WW2 - Anne Frank

Year Group	Spring term 1		Spring term 2	
Year R	Space! ORT / Whatever next! / Space non-fiction texts / How to catch a star / The Earth and I / Aliens love underpants		Under the Sea! Pirate Pete and the sea monster / The lighthouse keepers lunch / Rainbow fish / Peter Rabbits Easter egg hunt / Commotion in the Ocean / Non-Fiction Deadly 60 Sharks	
Year 1	Recounts/ Letters: Stimulus: Christmas – Thankyou letters/ Topic Link – Thankyou letters to people who help us	Traditional Stories Text: Little Red Riding Hood	Instructions How to make a puppet	Stories with repeating patterns Text: Gingerbread man
Year 2	Explanation texts Linked to lifecycles – Literacy and language text – The Turtle or Lifecycle of Frog	Stories by the same author Text: The Gruffalo by Julia Donaldson Topic Link to China - The magic paintbrush by Julian Donaldson	Information texts: Stimulus: Topic History Link - Castles	Riddle Poems Text: Riddles
Year 3	Stories by the same author: Roald Dahl Texts: The Twits/ James and the Giant Peach	Humorous Poems Text: Roald Dahl – Revolting Rhymes	Adventure Stories Text: The Journey by Aaron Becker	Persuasive writing Stimulus: Topic Link 'What's on our doorstep?' i.e. Should schools make pupils wear uniform?
Year 4	Stories with familiar setting Text: Gangsta Granny by David Walliams	Image Poetry Text: Portrait of a Dragon	Mythological writing Text: Wing	Explanation text Text: The digestive system

Year 5	Persuasive Writing Leaflets/ Brochures - Visit Greece! T Letter - The Iliad and the Odyssey by Marcia Williams (Trojan Horse recruitment)	Argument and Debate Stimulus: Personal Debates Argument texts	Greek Myths/Fiction writing Stimulus – Topic Link ‘The Ancient Greeks’ (Greek Myths) Text: The Queen of the Underworld	Poems with humour Text: Old Methuselah’s Diet and A Crime Scene
Year 6	Stories with Flashbacks Texts: Harry Potter	Non -Chronological Reports Stimulus: Link to Harry Potter	Persuasive Writing Stimulus: Link to Harry Potter	Tales from others culture Expected/ Greater Depth: Biographical narrative Text: Hereabout Hill The Beastman of Ballyloch Interview with JK Rowling

Year Group	Summer term 1			Summer term 2		
Year R	Minibeasts The very hungry caterpillar / Superworm / What the ladybird heard / Mad about minibeast / Aaaaaegghh Spider!			Once Upon a Time Jack and the Beanstalk / The three little pigs / Billy Goats Gruff / Room on the Broom / Little Red Riding Hood / The Jolly Postman /		
Year 1	Fairy Stories Stimulus: Cinderella	Information texts Stimulus: Holiday brochures – Topic Link Posting and Places – Where shall we go? – Africa		Information Texts Stimulus: Animals - Topic link ‘Animal Allsorts’	Fantasy Stories Text: Where the wild things are	Poetry about animal Stimulus: Animals - Topic link ‘Animal Allsorts’ – Rumble in the jungle
Year 2	Traditional Tales from a variety of cultures Text: Hansel and Gretel by Anthony Brown		Instructions Stimulus: How to make a witches potion	Recounts Stimulus: Chatterbox Ben	Adventure Stories Text: George and the Dragon by Chris Wormell and The Tunnel by Anthony Brown	
Year 3	Myths and Legends Text: Roman Myths i.e. Romulus and Remus Oedipus and the Sphinx		Non – chronological reports Stimulus: Topic Link ‘Romans and Italy’ ‘Roman Gods’	Plays and Dialogue Text: Traditional Tale ‘Jack and the Beanstalk’ and ‘Three Little Pigs’	Instructions Stimulus: How to make a paper elephant	Poetry – Creating images Text: Tell me a dragon by Jackie Morris
Year 4	Stories from other Cultures Text: The Kapok Tree	Information texts Text: Leaflets	Nonsense Poems Text: Ning, Nang, Nong	Stories with a fantasy element Text: The Butterfly Lion by Michael Morpurgo	Persuasive writing Text: The rainbow bear	List Poems and kennings Stimulus: Topic Link - ‘Amazing Amazon’
Year 5	Classic Fiction Text: Oliver Twist		Classic Poetry Text: Spider and the fly/ The Raven	Non chronological Report Stimulus: Topic Link ‘London now and then’ – The Great Fire of London		Biographies and Autobiographies Text: Roald Dahl Boy
Year 6	Report and Journalistic writing Text: Hereabout Hill The Giants Necklace		Short story Stimulus : Literacy shed – Partly cloudy	Explanation texts Stimulus: The Snoozeatron	Classic Fiction Text: Twelfth night Shakespeare	Classic Poetry Texts: Charge of the Light Brigade

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NC Coverage and End Points

Year 1	Year 2
<p>Word Reading</p> <ul style="list-style-type: none"> ○ apply phonic knowledge and skills as the route to decode words ○ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ○ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ○ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ○ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ○ read other words of more than one syllable that contain taught GPCs ○ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ○ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ○ re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> ○ develop pleasure in reading, motivation to read, vocabulary and understanding by: ○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ○ being encouraged to link what they read or hear read to their own experiences ○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ○ recognising and joining in with predictable phrases ○ learning to appreciate rhymes and poems, and to recite some by heart ○ discussing word meanings, linking new meanings to those already known ○ understand both the books they can already read accurately and fluently and those they listen to by: ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read and correcting inaccurate reading ○ discussing the significance of the title and events ○ making inferences on the basis of what is being said and done ○ predicting what might happen on the basis of what has been read so far ○ participate in discussion about what is read to them, taking turns and listening to what others say ○ explain clearly their understanding of what is read to them. <p>Reading Book Band 1S – Orange / Turquoise 1M – Purple</p>	<p>Word Reading</p> <ul style="list-style-type: none"> ○ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ○ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ○ read accurately words of two or more syllables that contain the same graphemes as above ○ read words containing common suffixes ○ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ○ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ○ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ○ re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> ○ develop pleasure in reading, motivation to read, vocabulary and understanding by: ○ 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 ○ discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ○ being introduced to non-fiction books that are structured in different ways ○ recognising simple recurring literary language in stories and poetry ○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ discussing their favourite words and phrases ○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ○ understand both the books that they can already read accurately and fluently and those that they listen to by: ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read and correcting inaccurate reading ○ making inferences on the basis of what is being said and done ○ answering and asking questions ○ predicting what might happen on the basis of what has been read so far ○ 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 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>Reading Book Band 2S – White / Gold 2M – Lime</p>
Year 3 and 4	

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader’s interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

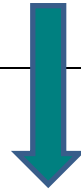
Reading Book Band

3S – Lime

3M – Brown

4S – Grey

4M – Dark Blue



Year 5 and 6

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Reading Book Band

5S / 5M – Dark Red

6S / 6M – Black