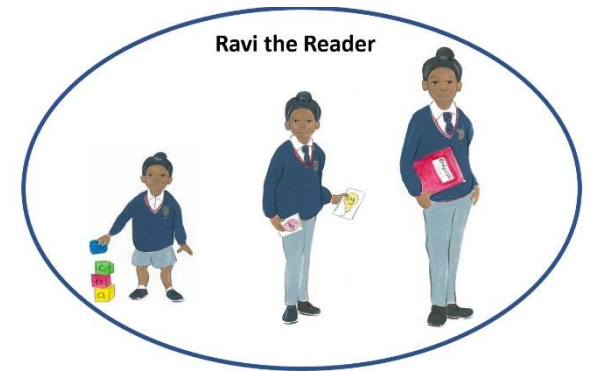




# English - Reading

## Long Term Planning

### Whole School Scheme of Learning



**Intent - This is what we want for our children.**

A passion for reading and a love of books is central to our educational ethos at Barley Fields Primary School. In every year group, we aim for all children to discover the joy in reading high-quality children’s literature and enjoy books by a range of authors. We believe that the teaching of reading is integral to a child’s understanding and appreciation of the world around them. We want all children at Barley Fields to find pleasure in reading and enjoy escaping into the worlds of imagination it has to offer; reading is used as a platform that allows our children to see beyond what they already know, share in a range of experiences and develop vocabulary and knowledge of the wider world. We aim to nurture the behaviours that children will need to be discerning and critical readers through quality-first teaching, utilising a sequence of teaching strategies.

Our central aim is to ensure every child becomes an enthusiastic, fluent, competent and independent reader in order that they can access the rest of the curriculum. We endeavour to build home-school partnerships that enable parents and carers to have the confidence to support their children with reading at home.

**Implementation – This is what it will look like in the classroom.**

Using current research, we have carefully designed a progressive and structured reading curriculum which evolves as our children progress through the school. Each year group teaches reading utilising a variety of approaches and teaching strategies which we have carefully selected and chosen to match the needs of our children. These include:

Reading for pleasure	phonics	individual reading	group reading	whole class reading	reciprocal reading	Reading Plus

These strategies guide children on their reading journey in their development of fluency, understanding and skills development. As part of our home-school partnerships, children have regular opportunities to read aloud both with and to adults in school and at home. We allocate time regularly to develop the habit of quiet reading and to listen to stories being read aloud by adults.

The teaching of reading is a timetabled part of every day and teachers utilise the strategies identified above in order to effectively deliver the curriculum. Our medium-term schemes of learning ensure children experience balance within the curriculum and different teaching strategies are employed as the children develop more independence in their reading.

### Reading Resources

In school we have an extensive and rich literary environment with the provision of high-quality reading materials in all areas of the school including fiction, non-fiction, poetry and reference books. Teachers enhance reading for pleasure by providing a wealth of rich texts linked to classic and contemporary children’s authors as well as the wider curriculum. Class readers, from each year group’s reading spine, are enjoyed by teachers and children alike.

In school, we utilise a book band system which grades our reading resources to age related expectations. Each level has its own colour and in the emergent stages, a selection of different phonetically matched reading scheme books are used to support early reading. Children in EY and KS1 begin with decodable reading books linked directly to their phonic skills and at the base of our curriculum we use progressive and decodable reading schemes by Smart Kids and Schofield and Sims. Primarily, for our emergent we use resources from DFE-approved published schemes including:

		
<b>Smart Kids Letters and Sounds</b>	<b>Schofield and Sims My Letters and Sounds</b>	<b>Floppy’s Phonics and Oxford Reading Tree</b>

The book bands provide a pathway of reading progression and support teachers in making decisions to meet the needs of individual pupils, bringing variety and depth to children’s reading diets. Using banded books, children are able to choose books freely from a structured range of texts making reading independent and enjoyable. At each key stage, children have the opportunity to choose ‘real’ books that appeal to their reading tastes whilst also matching their ability. In key stage two, book bandings link to the expected children’s reading levels, interests and the complexity of the texts that they encounter.

We use a breadth of resources to support and enhance our reading curriculum with a key focus on developing understanding, comprehension and to practise skills. These include:

				
<b>Grammarsaurus</b>	<b>Literacy Shed</b>	<b>Epic</b>	<b>Comprehension Ninja</b>	<b>Reading Plus</b>

We actively involve parents in the teaching of reading . Every child will bring reading materials home daily along with a personal Reading Record. This book is used across the school and we ask parents to make constructive comments and record when children practice their reading at home. We value parent support in completing the Reading Record as it has a major impact on children’s progress.

Our curriculum characters for Reading are designed to represent the curriculum end points as children progress through school. Our children are regularly exposed to the core skills and knowledge needed to develop as a reader with the use of the school curriculum character.

**Early Years  
Ravi the Reader**

- ✓ I enjoy sharing a range of books, stories and rhymes.
- ✓ I enjoy listening to stories read aloud and can join in with their retelling.
- ✓ I am beginning to use new words I have learnt.
- ✓ I can hear and recognise phonic sounds in words.
- ✓ I can sound out new words when I read.
- ✓ I can read a range of sight words.

**Key Stage 1  
Ravi the Reader**

- ✓ I love to read.
- ✓ I enjoy listening to stories and poems read aloud.
- ✓ I use my phonic skills to read new words.
- ✓ I can read a range of sight words.
- ✓ I enjoy choosing and reading different types of books.
- ✓ I can talk about my reading and ask and answer questions.

**Key Stage 2  
Ravi the Reader**

- ✓ I love to read and listen to lots of different types of stories, poems and plays.
- ✓ I enjoy finding things out through books that I read.
- ✓ I enjoy reading aloud to others using fluency and expression.
- ✓ I can talk about books by different authors and make recommendations.
- ✓ I understand the meaning of lots of different vocabulary.
- ✓ I can ask and answer questions about things that I have read.

**Impact – this is what it will mean for our children.**

Through the use of robust assessment and tracking systems, the impact of our reading curriculum and our teaching and learning pedagogy leads to children who:





























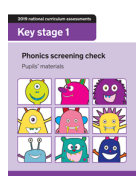
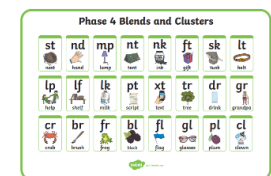

- Are inspired, motivated and enthusiastic about reading
- Enjoy listening to stories read aloud
- Read fluently and confidently in a range of contexts
- Employ a range of decoding and syntactic strategies to support their reading
- Read with understanding and respond to a range of comprehension questions
- Read aloud with appropriate expression and intonation
- Achieve very well and made good progress from their starting points

We are very proud of our children's development of skills in reading which in turn lead to excellent attainment outcomes. We continually observe and formatively assess children against age-related reading objectives and use this information to plan the next steps in their learning and to challenge and consolidate their skills. By the end of each key stage, pupils are expected to know, apply and understand the skills and techniques specified in the relevant curriculum plans.

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Teaching Approach and Strategies</b>	 Share a Story Individual Reading	 Action Words Individual Reading	 Action Words Individual Reading	 Action Words Individual Reading	 Group Reading	 Group Reading
<b>Reading Frequency</b>					1x group reading per week	1x group reading per week
<b>Independent Reading Level</b>	Share a Story	Share a Story	Red books Yellow books	Red books Yellow books	Yellow books Blue books	Blue books
<b>Book Band Expected Level</b> Book Bands 1-4	Pink books	Pink books Red books	Red books Yellow books	Red books Yellow books	Yellow books Blue books	Blue books
<b>Reading for Pleasure</b>	Class Reader chosen from year group reading spine					
<b>Phonics Phase</b> See Phonics schemes of learning for full details	 Consolidation of Phase 1  Introduction of Phase 2	 Consolidation of Phase 2	 Introduction of Phase 3	 Consolidation of Phase 3	 Differentiated Phonics Teaching Phases 2-3	 Differentiated Phonics Teaching Phases 2-3  Introduction of Phase 4
<b>Enhanced Classroom provision</b> Reading for pleasure  <i>These books should be on display in reading corners for children to access during the weeks</i>	 For the full range of enhanced reading provision subject specific MTPs.	 For the full range of enhanced reading provision subject specific MTPs.	 For the full range of enhanced reading provision subject specific MTPs.	 For the full range of enhanced reading provision subject specific MTPs.	 For the full range of enhanced reading provision subject specific MTPs.	 For the full range of enhanced reading provision subject specific MTPs.



































<p><b>Enhanced Classroom provision</b></p> <p><b>Reading to learn</b></p> <p>These books should be on display for children to access throughout the weeks.</p>						
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Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Teaching Approach and Strategies</b>	 Group Reading	 Group Reading	 Group Reading	 Group Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading
<b>Reading text focus</b>	Fiction	Non-Fiction Poetry	Fiction	Fiction/Non-Fiction	Fiction Poetry	Fiction/Non Fiction
<b>Reading Frequency</b>	Independent reading weekly 3 times at home Group reading weekly	Independent reading weekly 3 times at home Group reading weekly	Independent reading weekly 3 times at home Group reading weekly	Independent reading weekly 3 times at home Group reading weekly	Independent reading weekly 3 times at home Group reading weekly Whole class reading weekly	Independent reading weekly 3 times at home Group reading weekly Whole class reading weekly
<b>Independent Reading Level</b>	 Blue books	 Blue books	 Green books	 Green books	 Orange books	 Turquoise books
<b>Book Band 4 - 7</b>	 Green books	 Green books	 Orange books	 Orange books	 Turquoise books	
<b>Reading for Pleasure</b>	Class Reader chosen from year group reading spine					
<b>Phonics Phase</b>	Phase 3 consolidation 	Phase 5a New graphemes  	Phase 5a New graphemes  	Phase 5b Alternative graphemes  	Phase 5b Alternative graphemes  	All phases consolidation and preparation for Phonics Screening Check 
<b>See Phonics schemes of learning for full details</b>	Phase 4 Consolidation Blends and Clusters Adjacent consonants 					Phase 5c Prefixes, Suffixes and spelling rules 







<p><b>High Frequency Words</b></p>	<p>Action Words Book 1 assessment</p> 	<p>Action Words Book 2</p> 	<p>Action Words Book 2</p> 	<p>Action Words Book 3</p> 	<p>Action Words Book 3</p> 	<p>Y1/2 Common Exception Word Assessment</p>
<p><b>Enhanced Classroom provision</b></p> <p><b>Reading for pleasure</b></p> <p>These books should be on display in reading corners for children to access during the weeks.</p>	<p>Stories with repeating patterns</p> 	<p>Christmas Stories</p> 	<p>Elmer Book Series</p>  <p>Non Fiction texts which link to animals and pets</p> 	<p>Stories by Judith Kerr</p> 	<p>Stories by Julia Donaldson</p> 	<p>The Lighthouse keeper book series</p> 
<p><b>Enhanced Classroom provision</b></p> <p><b>Reading to learn</b></p> <p>These books should be on display for children to access throughout the weeks.</p>	<p>Texts that link to Science, History, PSHE, Art and seasonal celebrations.</p> 	<p>Texts that link to Science, Geography, RE, DT and seasonal celebrations.</p> 	<p>Texts that link to History, Art, RE and science.</p> 	<p>Texts that link to Our local area, DT, RE and Science.</p> 	<p>Texts that link to Science, Food DT and Geography.</p> 	<p>Texts that link to History, Science and Art.</p> 




Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Teaching Approach and Strategies</b>	 Group Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading
<b>Reading text focus</b>	Fiction	Non-Fiction Fiction	Fiction Poetry	Fiction/Non-Fiction	Non-fiction Poetry	Fiction/Non Fiction
<b>Reading Frequency</b>	Independent reading weekly 3 times at home Group reading weekly Whole class reading weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly
<b>Reading Text / Comprehension Focus</b>	 <b>Grammarsaurus</b> Introduction to comprehension skills  <b>All About Dragons Part 1</b> 1a - Vocabulary and word meaning <b>All About Dragons Part 2</b> 1b - Retrieval <b>All About Dragons Part 3</b> 1d - Inference	 Animal Groups/Insects Village, town or a city/capital cities and countries of the UK A magical Christmas/The missing mince pie	 The Enormous Carrot/The macaroon Man Weather/Rain Changes in mobile phones/changes in toys Grammarsaurus – Jack and the Beanstalk 	 Legend of Nian/The bird king Castles through the ages/materials SATs Smashers  <ul style="list-style-type: none"> <li>• Matching</li> <li>• Sequencing</li> <li>• Find and copy</li> </ul>	 Visit Mexico/The United Kingdom I've seen a moose bake banana bread/my dog is not the smartest dog SATs Smashers  <ul style="list-style-type: none"> <li>• True and false</li> <li>• Name two</li> <li>• Retrieval</li> </ul>	 The World/Look inside a castle Why does it rain/weather in the UK? Grammarsaurus – Life at the beach 
<b>Independent Reading Levels</b> <b>Book Band 7-11</b>	 	 	 	 	 	 
<b>Reading for Pleasure</b>	Class Reader chosen from year group reading spine					

<p><b>Phonics Phase</b></p>	<p><b>Phase 5 Phonics</b></p> <p>Phonics Phase 5a 5b 5c consolidation</p>	<p><b>Phase 6 Phonics</b></p> <p>Phonics Phase 6a</p>	<p><b>Phase 6 Phonics</b></p> <p>Phonics Phase 6a</p>	<p><b>Phase 6 Phonics</b></p> <p>Phonics Phase 6b</p>	<p><b>Phase 6 Phonics</b></p> <p>Phonics Phase 6b</p>	<p><b>Phase 6 Phonics</b></p> <p>Phonics Phase 6c</p>
<p><b>High Frequency Words</b></p>	<p>Action Words Book 3</p> 	<p>Action Words</p> 				
<p><b>Enhanced Classroom provision</b></p> <p><b>Reading for pleasure</b></p> <p>These books should be on display in reading corners for children to access throughout the weeks.</p>	<p>Fiction</p> <p>Poetry – Various poetry books</p>	<p>Fiction – Various stories about animals (class teacher choice)</p> <p>Poetry – Theme link</p> 	<p>Fiction – Fairy Tales</p>  <p>Poetry</p> 	<p>Fiction texts – linked to pirates</p>  <p>Poetry</p>	<p>Fiction texts – Roald Dahl stories</p>  <p>Poetry – Revolting rhymes</p>	<p>Fiction texts – Linked to seashores (class teacher choice)</p> <p>Poetry</p>  
<p><b>Enhanced Classroom provision</b></p> <p><b>Reading to learn</b></p>	<p>Non-fiction – Books linked to local area/maps etc (Geography link)</p>  	<p>Non-fiction – animals and their habitats (science link)</p>  	<p>Non-Fiction – People who help us books (PSHE link)</p> 	<p>Non-fiction – Captain James Cook and other explorers (History link)</p>  	<p> Non-Fiction texts – Animals including humans (science link)</p>	<p> Non-fiction texts:</p> 

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Teaching Approach and Strategies</b>	 Group Reading  Class Reading	 Group Reading  Class Reading	 Group Reading  Class Reading	 Group Reading  Class Reading	 Group Reading  Class Reading	 Group Reading  Class Reading
<b>Reading Text</b>	fiction/non-fiction	fiction/non-fiction/poetry	fiction/non-fiction	fiction/non-fiction/poetry	fiction/non-fiction	fiction/non-fiction/poetry
<b>Reading Frequency</b>	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly
<b>Reading Text/ Comprehension Focus</b>	 Year 2 – Florence Nightingale/Edith Cavell (retrieve, vocabulary, infer) Edmund Hilary’s Amazing Achievement/A Giant Leap for Mankind (retrieve, infer) Rumpelstiltskin/The Elves and the Shoemaker (retrieve, sequence, infer)	 Hunter Gatherers/Great Fire of London (vocabulary/retrieve/infer) Christmas in Halloween Town/Marley’s Ghost (vocabulary, retrieve, infer) On the Day of the Dead/The Last Leaf – Poetry (retrieve and infer)	 The Human Skeleton/Five Human Senses (retrieve, infer, summarise) Mexican Folk Tales (retrieve/infer)	 King Midas and the Golden Touch/The Boy Who Cried Wolf (retrieve, infer) A Voyage of Discovery/The Great Adventurer (retrieve, summarise, infer) A Food Map of the UK/Chocolate (vocabulary, retrieve, summarise)	 Hansel and Gretel/Mabel’s Egyptian Adventure (retrieve, infer) Arctic Ocean/Atlantic Ocean (vocabulary/retrieve/summarise) Africa/The World (vocabulary, retrieve, infer)	 The Royal Escape/Escape the Fire (retrieve/vocabulary) Counties and Regions of England/Capital Cities of the UK (vocabulary, retrieve, summarise) How Were the Dead Mummified/Why Do We Have Four Seasons? (vocabulary, retrieve, summarise)

<p><b>Independent Reading Levels</b></p> <p><b>Book Band 9-12</b></p>	  	  	 	  	 	 
<p><b>Phonics Phase</b></p> <p>See Phonics schemes of learning for full details</p>	 <p>Phase 7</p>	 <p>Phase 7</p>	 <p>Phase 7</p>	 <p>Phase 7</p>	 <p>Phase 7</p>	 <p>Phase 7</p>
 <p>Reading Plus</p>					<p>A (Pre-Key Stage) B Year 3</p> 	<p>A (Pre-Key Stage) B Year 3</p> 
<p><b>Class Reader</b></p> <p>Reading for Pleasure books chosen from year group reading spine</p>						
<p><b>Classroom Provision</b></p> <p>Enhanced Reading for Pleasure</p> <p>These books should be on display for children to access throughout the weeks.</p>	 <p>More stories by Anthony Browne.</p>	 <p>Stories by Tom Fletcher that continue on from The Christmasaurus.</p>	 <p>Stories by Ricky Gervase that continue on from Flanimals.</p>	 <p>Poetry Spine Texts</p>	 <p>More stories by Roald Dahl.</p>	 <p>More stories by Jeremy Strong.</p>




<p><b>Enhanced Classroom provision</b></p> <p><b>Reading to learn</b></p>	<ul style="list-style-type: none"> <li>• Georgia O’Keeffe </li> <li>• Plants</li> <li>• Iron Age</li> <li>• Stone Age</li> <li>• Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Animals </li> <li>• Skeletons</li> <li>• Healthy Eating</li> <li>• Textiles</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Romans </li> <li>• Monsters</li> <li>• Forces and magnets</li> <li>• Volcanoes</li> <li>• Romans</li> <li>• Reggae music</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry </li> <li>• Revolting Rhymes</li> <li>• Rocks and fossils</li> <li>• Structures</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction manuals </li> <li>• Light and shadow</li> <li>• Anglo-Saxons</li> <li>• Architecture</li> <li>• Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of Bedtime Stories </li> <li>• Scientists and inventors</li> <li>• United Kingdom</li> <li>• Eid</li> </ul>
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










Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Teaching Approach and Strategies</b>	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading
<b>Reading Text</b>	fiction/non-fiction	fiction/non-fiction/poetry	fiction/non-fiction	fiction/non-fiction/poetry	fiction/non-fiction	fiction/non-fiction/poetry
<b>Reading Frequency</b>	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly	Group Reading 1 x weekly Whole Class Reading 2 x weekly Independent reading 3 x weekly
<b>Reading Text/ Comprehension Focus</b>	 The Bronze Age/The Stone Age (vocabulary/retrieve/summarise) Persian Cinderella/The Tomb of Wonders (retrieve/infer) Orangutans/Spiders (vocabulary/retrieve)	 Biomes of the World/Layers of the Ocean (vocabulary/retrieve) Cindy Lou Visits the Grinch/Egyptian Cinderella (vocabulary/retrieve/infer)	 Dental Hygiene/How Can We Eat Healthily? (vocabulary/retrieve/summarise) Story of Lord Krishna and Sudama/Islamic Story (retrieve/infer) Visit Ancient Egypt/Visit Incredible Italy (vocabulary/retrieve)	 Apollo and Cassandra/Theseus and the Minotaur (retrieve/explain/infer) Scandinavia/Geography of Italy (vocabulary/retrieve/summarise)	 Save Our Rainforests/Gertie vs. the Goliaths (retrieve/infer) River Tees/Middlesbrough through the Ages (vocabulary/retrieve/summarise) Stoke on Trent/The River Nile and the River Trent (vocabulary/retrieve)	 Europe/Regions of England (vocabulary/retrieve) The Rainforest Doesn't Talk/Treasures on the Beach (vocabulary/retrieve) Iron Age Celts/Egyptian Pharaohs (vocabulary/retrieve/summarise)
<b>Independent Reading Levels</b>  <b>Book Band 11- 13</b>	 	 			 	 

<p><b>Reading for Pleasure</b></p> <p>Class Reader chosen from Year group reading spine</p>							
<p><b>Reading Plus</b></p>	<p><b>Initial Assessment</b> A- Pre-Key Stage B – Y3 C – Y4</p>	<p><b>Skills/tools focus</b> A- Pre-Key Stage B – Y3 C – Y4</p>	<p><b>Mid-term assessment</b> A- Pre-Key Stage B – Y3 C – Y4</p>	<p><b>Skills/tools focus</b> A- Pre-Key Stage B – Y3 C – Y4</p>	<p><b>5 Stories a week</b> B- Y3 C – Y4 D – Y5 E – Y6</p>	<p><b>Final Benchmark</b> C – Y4 D – Y5 E – Y6</p>	
<p><b>Enhanced provision for Reading for Pleasure</b></p> <p>These books should be on display for children to access throughout the weeks.</p>	<p>Diversity</p>	<p>Ben Miller Collection</p>	<p>Fractured Fairy Tales</p>	<p>How to Train Your Dragon Series</p>	<p>Books by Michael Morpurgo</p>	<p>Books by Anne Fine</p> <p>Nonsense poetry books</p>	
<p><b>Enhanced Classroom provision</b></p> <p><b>Reading to learn</b></p> <p>These books should be on display for children to access throughout the weeks.</p> <p>Non Fiction texts can be found in the non-fiction library – these must be returned after the half term.</p>	<p>Range of non-fiction texts linked to Anglo-Saxons and Vikings Newspaper Articles</p>	<p>Range of non-fiction texts linked to Living Things and their Habitats</p>	<p>Range of non-fiction texts linked to Climate Change and the Digestive System</p>	<p>Range of non-fiction texts linked to writing topic – nature documentary</p>	<p>Range of non-fiction texts linked to the Victorian period</p>	<p>Range of non-fiction texts linked to Scientists and Inventors</p>	


Year 5

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Teaching Approach and Strategies</b></p>  <p>Whole Class Reading</p>	 <p>Whole Class Reading</p>	 <p>Whole Class Reading</p>	 <p>Whole Class Reading</p>	 <p>Reciprocal Reading</p>	 <p>Reciprocal Reading</p>	
<p><b>Genre</b></p>	<p>Non Fiction Poetry Fiction</p>	<p>Non Fiction Poetry Fiction</p>	<p>Non Fiction Poetry Fiction</p>	<p>Non Fiction Fiction</p>	<p>Non Fiction Fiction</p>	<p>Non Fiction Fiction</p>
<p><b>Reading Frequency</b></p>	<p>Independent reading weekly 3 times at home Reciprocal groups biweekly Whole class reading biweekly</p>	<p>Independent reading weekly 3 times at home Reciprocal groups biweekly Whole class reading biweekly</p>	<p>Independent reading weekly 3 times at home Reciprocal groups biweekly Whole class reading biweekly</p>	<p>Independent reading weekly 3 times at home Reciprocal groups biweekly Whole class reading biweekly</p>	<p>Independent reading weekly 3 times at home Reciprocal groups biweekly Whole class reading biweekly</p>	<p>Independent reading weekly 3 times at home Reciprocal groups biweekly Whole class reading biweekly</p>
<p><b>Reading Text/ Comprehension Focus</b></p>	<p><b><u>Non-Fiction- Comprehension Crusher</u></b> Group read: Galapagos Gazette Independent read: Moon Landing <b><u>Poetry- Comprehension Crusher</u></b> Group read: Refugees Independent read: One the Move Again <b><u>Non-Fiction- Comprehension Crusher</u></b> Group read: A Day in the Life of a Cardiologist Independent read: A Day in the liife of a Pharaoh.</p> 	<p><b><u>Non-Fiction- Comprehension Crusher</u></b> Group read: River Trent Independent read: River Thames <b><u>Poetry- Comprehension Crusher</u></b> Group read: The Car Trip Independent read: Chocolate Cake <b><u>Fiction- Comprehension Crusher</u></b> Group read: The Good Ferryman and the Water Nymphs Independent read: An Old Dog's Trick</p> 	<p><b><u>Non-Fiction- Comprehension Crusher</u></b> Group read: Geography of Mexico Independent read: Geography of Europe <b><u>Poetry- Comprehension Crusher</u></b> Group read: The Jabberwocky Independent read: The Walrus and the Carpenter <b><u>Fiction- Comprehension Crusher</u></b> Group read: Pandora's Box Independent read: King Midas and the Golden Touch</p> 	<p><b><u>Non-Fiction- Comprehension Crusher</u></b> Group read: How are volcanoes formed? Independent read: How are rivers formed? <b><u>Non-Fiction- Comprehension Crusher</u></b> Group read: Teeth Independent read: The Digestive System <b><u>Fiction- Comprehension Crusher</u></b> Group read: The Legend of Ragnar Lothbrook Independent read: The Blood in the Snow</p> 	<p><b><u>Non-Fiction- Comprehension Crusher</u></b> Group read: Physical Features of North America Independent read: Biomes of N. America <b><u>Fiction – Comprehension Crusher</u></b> Group read: Baby Yaga Independent read: The Tale of Little Thumb <b><u>Fiction- Comprehension Crusher</u></b> Group read: Flamma:the gladiator Independent read: The Legend of Boudicca</p> 	<p><b><u>Non-Fiction- Comprehension Crusher</u></b> Group read: Tertiary Activity of the US Economy Independent read: Primary Resources in the UUS Economy <b><u>Fiction- Comprehension Crusher</u></b> Group read: The Ungrateful Snake Independent read: The Story of Lord Krishna <b><u>Fiction- Comprehension Crusher</u></b> Group read: Romeo and Juliet Scene 4 Independent read: Romeo and Juliet Scene 5</p> 









<p><b>Independent Reading Level</b></p> <p><b>Book Band 12-14</b></p>	<p>Grey books </p> <p>Brown books </p>	<p>Grey books </p> <p>Brown books </p>	<p>Brown books </p>	<p>Brown books </p>	<p>Brown books </p> <p>Black books </p>	<p>Brown books </p> <p>Black books </p>
<p><b>Reading for Pleasure</b></p> <p><b>Class Reader chosen from Year group Reading Spine</b></p>						
<p><b>Reading Plus</b></p>	<p> <b>Initial Assessment</b></p> <p>C – Y4 (5 per week) D – Y5 (3 per week)</p>	<p> <b>Skills/tools focus</b></p> <p>C – Y4 (5 stories a week) D – Y5 (3 per week) E – Y6 (2 per week)</p>	<p> <b>Mid-term assessment</b></p> <p>C – Y4 (5 stories a week) D – Y5 (3 times a week) E – Y6 (2 times a week)</p>	<p> <b>Skills/tools focus</b></p> <p>C – Y4 (5 stories a week) D – Y5 (3 per week) E – Y6 (2 per week)</p>	<p> <b>Skills/tools focus</b></p> <p>C – Y4 (5 stories a week) D – Y5 (3 per week) E – Y6 (2 per week)</p>	<p> <b>Summative assessment</b></p> <p>C – Y4 (5 stories a week) D – Y5 (3 times a week) E – Y6 (2 times a week)</p>
<p><b>Enhanced provision Reading for pleasure</b></p> <p><i>These books should be on display for children to access throughout the weeks.</i></p>	<ul style="list-style-type: none"> <li>Explanation texts</li> <li>Horrible histories</li> <li>Emma Carroll historical fiction</li> </ul>	<ul style="list-style-type: none"> <li>Horrible Histories</li> <li>Poetry collections</li> <li>Tom Gates</li> </ul>	<ul style="list-style-type: none"> <li>Playscripts</li> <li>Narrative poetry</li> <li>Highwaymen/Who Is Horrible In History</li> </ul>	<ul style="list-style-type: none"> <li>Setting descriptions</li> <li>The Mousehole Cat</li> <li>The Storm</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive speeches</li> <li>Blogs</li> </ul>	<ul style="list-style-type: none"> <li>Shakespeare for kids</li> <li>Podcasts</li> </ul>
<p><b>Enhanced Classroom provision Reading to learn</b></p> <p><i>These books should be on display for children to access throughout the weeks. Non Fiction texts can be found in the non-fiction library – these must be returned after the half term.</i></p>	<ul style="list-style-type: none"> <li>Texts on Earth and Space</li> <li>Texts on astronauts</li> <li>Katherine Johnson</li> <li>The internet</li> <li>Gurdwara</li> <li>Galileo</li> <li>Egypt</li> <li>Basketball</li> <li>Rivers</li> <li>Materials</li> </ul>		<ul style="list-style-type: none"> <li>Greeks</li> <li>Online safety</li> <li>Data</li> <li>Earthquakes</li> <li>Volcanoes</li> <li>Badminton</li> <li>Football</li> <li>Cricket</li> <li>Monet</li> <li>Living things/ puberty</li> </ul>		<ul style="list-style-type: none"> <li>Forces</li> <li>Scientist and inventors</li> <li>Gaming</li> <li>The Maya</li> <li>Brazil</li> <li>South America</li> <li>Health</li> <li>Frida Kahlo</li> <li>Electricity</li> <li>Money</li> </ul>	

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Teaching Approach and Strategies</b>	 <p>Reciprocal Reading</p>  <p>Whole Class Reading</p>	 <p>Reciprocal Reading</p>  <p>Whole Class Reading</p>	 <p>Reciprocal Reading</p>  <p>Whole Class Reading</p>	 <p>Whole Class Reading</p> 	 <p>Whole Class Reading</p> 	<p>Reading for Pleasure</p> 
<b>Genre</b>	Non Fiction Poetry Fiction	Non Fiction Poetry Fiction	Non Fiction Poetry	Fiction Non-Fiction	Fiction Non-Fiction	Non Fiction Poetry Fiction
<b>Reading Frequency</b>	Independent reading weekly 3 times at home Reciprocal groups biweekly Whole class reading biweekly	Independent reading weekly 3 times at home Reciprocal groups biweekly Whole class reading biweekly	Independent reading weekly 3 times at home Reciprocal groups biweekly Whole class reading biweekly	Independent reading weekly 3 times at home Reciprocal groups biweekly Whole class reading biweekly	Independent reading weekly 3 times at home Reciprocal groups biweekly Whole class reading biweekly	Independent reading weekly 3 times at home Independent reciprocal groups biweekly Whole class reading biweekly
<b>Reading Text Comprehension Focus</b>	<p><b><u>Non-Fiction- Comprehension Crusher</u></b> Group read: Gothic Fiction Independent read: The Maya</p> <p><b><u>Poetry- Comprehension Crusher</u></b> Group read: A Gunner's Day Independent read: The Little Smuggler</p> <p><b><u>Fiction- Grammarsaurus</u></b> Group read: One Scary Night In Whitby / Whitby Abbey Independent read: Anna and The Doll Shop/ In The Shadows</p> 	<p><b><u>Non-Fiction - Comprehension Crusher</u></b> Group read: The circulatory system and the heart Independent read: The digestive system</p> <p><b><u>Poetry- Comprehension Crusher</u></b> Group read: Diwali Dreams Independent read: Bonfire Night</p> <p><b><u>Fiction - Comprehension Crusher</u></b> Group read: A Christmas Carol Independent read: Bob Cratchit's House</p> 	<p><b><u>Non-Fiction- Comprehension Crusher</u></b> Group read: Narwhals Independent read: Polar Bears</p> <p><b><u>Non-Fiction- Comprehension Crusher</u></b> Group read: Cyberbullying Independent read: Medusa</p> <p><b><u>Poetry- Comprehension Crusher</u></b> Group read: The Listeners Independent read: The Scarecrow</p> 	<p><b><u>SATs Smashers</u></b></p> <ul style="list-style-type: none"> <li>Circle the correct option</li> <li>Give one reason why</li> <li>Find and copy</li> <li>What does this word mean?</li> <li>What/Why/How/ Which/Who Where?</li> <li>True or False</li> </ul> <p>Previous SAT papers CGP assessments</p> 	<p><b><u>SATs Smashers</u></b></p> <ul style="list-style-type: none"> <li>Number from 1-5</li> <li>Give 2 reasons why</li> <li>Give one piece of evidence</li> <li>According to the text</li> <li>Impression and evidence</li> </ul> <p>Previous SAT papers CGP assessments</p> 	<ul style="list-style-type: none"> <li>Book discussions</li> <li>Book clubs</li> <li>Read in a group and respond to chosen texts</li> </ul>
<b>Independent Reading Level</b>	 <p>Brown books</p>  <p>Black books</p>	 <p>Brown books</p>  <p>Black books</p>	 <p>Black books</p> <p>Free readers</p>	 <p>Black books</p> <p>Free readers</p>	 <p>Black books</p> <p>Free readers</p>	 <p>Black books</p> <p>Free readers</p>
<b>Book Band 13-14</b>						



<p><b>Reading for Pleasure</b></p>						
<p><b>Reading Plus</b></p>	<p><b>Initial Assessment</b></p> <p>D – Y5 E – Y6 F – Y7</p> 	<p><b>Skills/tools focus</b></p> <p>D – Y5 (5 times a week) E – Y6 (3 times a week) F – Y7 (twice a week)</p> 	<p><b>Mid-term assessment</b></p> <p>D – Y5 (5 times a week) E – Y6 (3 times a week) F – Y7 (twice a week)</p> 	<p><b>Skills/tools focus</b></p> <p>D – Y5 (5 times a week) E – Y6 (3 times a week) F – Y7 (twice a week)</p> 	<p><b>5 Stories a week</b></p> <p>E – Y6 F – Y7 G – Y8 – access through school alone</p> 	<p><b>Final Benchmark</b></p> <p>E – Y6 F – Y7 G – Y8 – access through school alone</p> 
<p><b>Enhanced provision Reading for pleasure</b></p> <p>These books should be on display for children to access throughout the weeks.</p>	<p><b>Ghost Stories</b> Antony Horowitz, Goosebumps, Neil Gaiman, Room 13, Are You Afraid Of The Dark? (QR Codes)</p> <p>Once Pig Heart Boy Mallorie Blackman</p>	<p>Shakespeare for Kids Poetry collections Dragonology books Vampires Zombies</p>	<p>Myths and legends Mythical Monsters texts Gothic novels/stories (Frankenstein, Jeekyll and Hyde, Dracula) Gothic poetry/narrative poetry</p>	<p>David Almond books Benjamin Zephania poetry</p>	<p>Michael Morpurgo Ross Welford Author sets Series</p>	<p>The Lost Thing The Arrival The Viewer The Railway Children</p>
<p><b>Enhanced Classroom provision Reading to learn</b></p> <p>These books should be on display for children to access throughout the weeks.</p> <p>Non Fiction texts can be found in the non-fiction library – these must be returned after the half term.</p>	<ul style="list-style-type: none"> <li>Books about war</li> <li>Books about the body</li> <li>Mountains</li> <li>Healthy bodies</li> <li>Netball</li> </ul>	<ul style="list-style-type: none"> <li>Books that link to electricity</li> <li>Mountains</li> <li>Healthy bodies</li> <li>Netball</li> </ul>	<ul style="list-style-type: none"> <li>Information Texts Animals</li> <li>Living things</li> <li>Evolution</li> <li>The internet/people in computing</li> <li>Our local area</li> <li>United States of America</li> <li>Hockey</li> <li>Exercise</li> <li>Banksy</li> <li>Graffiti</li> <li>Bridges</li> </ul>	<ul style="list-style-type: none"> <li>Science – Evolution and inheritance</li> <li>Charles Darwin</li> <li>Data and information</li> <li>Computers</li> <li>Copyright</li> <li>Our local area</li> <li>Growing up</li> </ul>	<ul style="list-style-type: none"> <li>Science – Light</li> <li>Programming</li> <li>Global trade</li> <li>Crime and punishment</li> <li>Cricket</li> <li>Athletics/athletes</li> </ul>	<ul style="list-style-type: none"> <li>Scientists</li> <li>Enterprise/Biographies</li> <li>Business</li> <li>Global trade</li> <li>Crime and punishment</li> <li>Fairtrade</li> <li>Art illusions</li> <li>Food around the world</li> </ul>