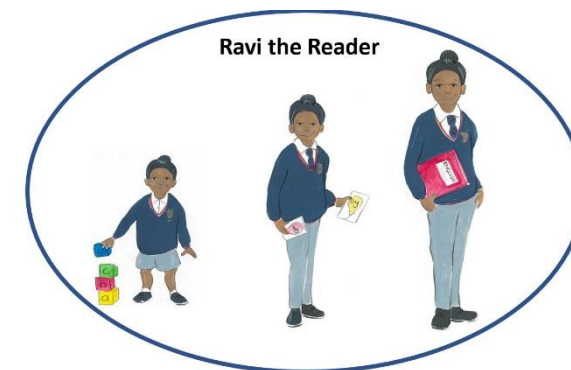


English - Reading

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	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:

		
Smart Kids Letters and Sounds	Schofield and Sims My Letters and Sounds	Floppy's Phonics and Oxford Reading Tree

The book bands provide a pathway of reading progression and support teachers in making decisions to meet the needs of individual children, 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:

				
Grammarsaurus	Literacy Shed	Epic	Comprehension Ninja	Reading Plus

Barley Fields Primary School

Book Band Progression |

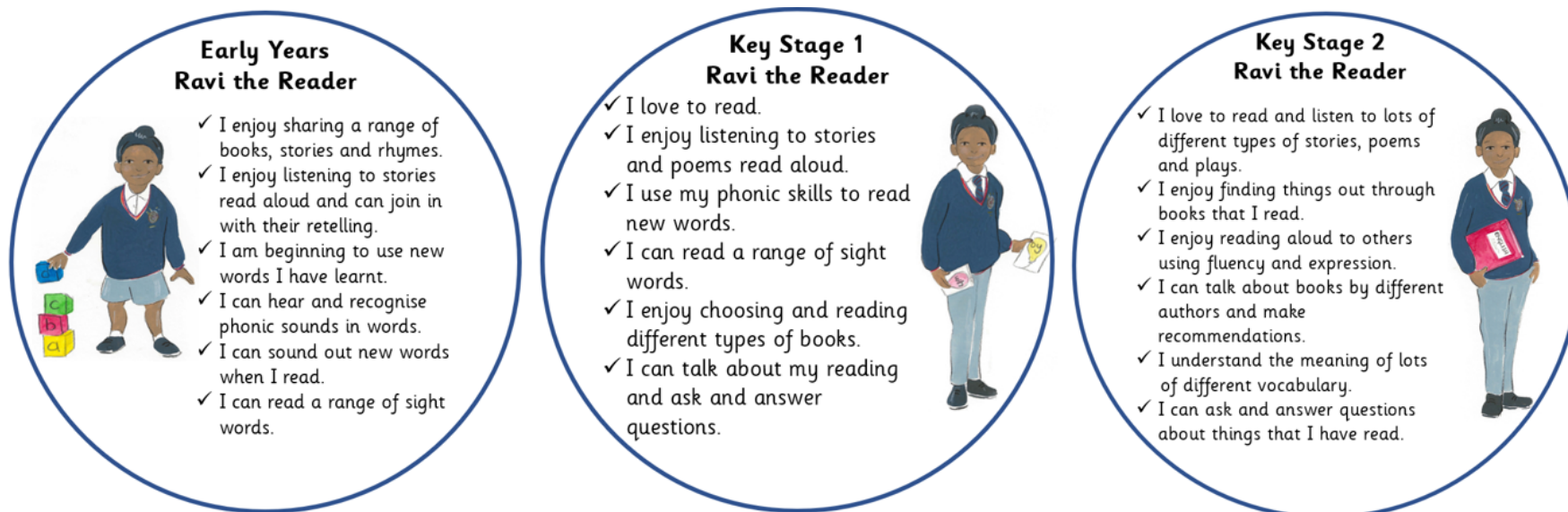


Band	Colour	Phonics Level	Age Related Expectation	End Point
Book Band 1	Pink Level	Phase 1/2	Pre ELG	R Autumn
Book Band 2	Red Level	Phase 2	ELG Working Towards	R Spring
Book Band 3	Yellow Level	Phase 3	ELG Expected	R Summer
Book Band 4	Blue Level	Phase 4	Year 1 Working Towards	Y1 Autumn
Book Band 5	Green Level	Phase 5a	Year 1 Expected	Y1 Spring
Book Band 6	Orange Level	Phase 5a	Year 1 Expected	Y1 Summer
Book Band 7	Turquoise Level	Phase 5b	Year 1 Greater <u>Depth</u> / Year 2 Working Towards	Y2 Autumn
Book Band 8	Purple Level	Phase 6a	Year 2 Working Towards	Y2 Spring
Book Band 9	Gold Level	Phase 6b	Year 2 Expected	Y2 Summer
Book Band 10	White Level	Phase 6c	Year 2 Greater Depth	Y2 Summer
Book Band 11	Lime Level	Phase 7	Year 3	Y3 Summer
Book Band 12	Grey Level		Year 4	Y4 Summer
Book Band 13	Brown Level		Year 5	Y5 Summer
Book Band 14	Black Level		Year 6	Y6 Summer

From Year 2 onwards reading comprehension skills are taught using the *Grammarsaurus Comprehension Crushers* scheme, a structured reading programme designed to develop children's fluency, vocabulary, and comprehension skills once phonics is secure. This provides progressive, text-based units, each focusing on key reading content domains such as retrieval, inference, explanation, and summarising. Lessons follow a consistent structure that includes vocabulary exploration, fluency practice, guided questioning, and independent application using unseen texts. This systematic approach ensures full curriculum coverage and helps pupils build confidence and depth in understanding a wide range of texts.

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.

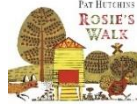
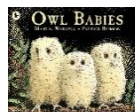
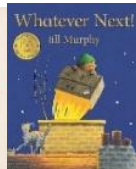
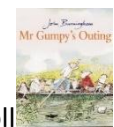
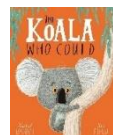
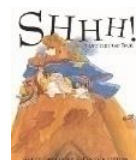
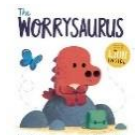
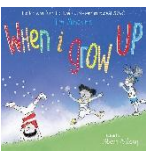


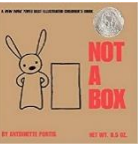
Impact – this is what it will mean for our children.

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:

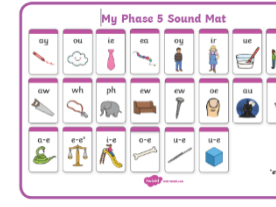
- Are inspired, motivated and enthusiastic about reading
- Enjoy listening to stories read aloud
- Read fluently and confidently in a range of contexts
- Employ a range of decoding and syntactic strategies to support their reading
- Read with understanding and respond to a range of comprehension questions
- 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, children are expected to know, apply and understand the skills and techniques specified in the relevant curriculum plans.

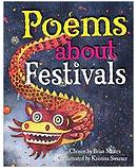
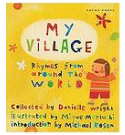
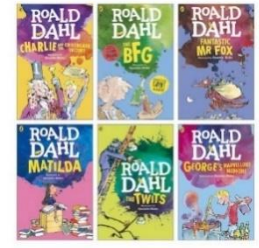
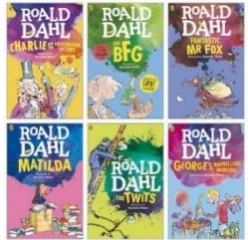
Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Approach and Strategies	 Share a Story Individual Reading	  Action Words Individual Reading	  Action Words Individual Reading	  Action Words Individual Reading	 Group Reading	 Group Reading
Focus texts	Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus   Classic Collection Julia Donaldson Collection PSED Focus - Resilience  	Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus   Classic Collection Christmas Book Advent Calendar PSED Focus – Turn Taking/Sharing  	Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus   Classic Collection Sun Hendra Collection PSED Focus - Feelings 	Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus   Classic Coll Giles Andreae Collection PSED Focus - Resilience  	Summer 1 Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus  Classic Collection Alternative Tradition Tales PSED Focus – Worries/Change  	Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus  Classic Collection Diversity Collection PSED Focus 
Independent Reading Level Book Band Expected Level Book Bands 1-4	 Share a Story 	 Share a Story  	 	 	 	

Reading for Pleasure	Class Reader chosen from year group reading spine					
Phonics Phase 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 
Enhanced Classroom provision Reading for pleasure These books should be on display in reading corners for children to access during the weeks	 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.

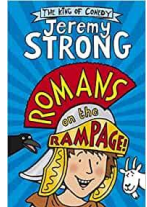
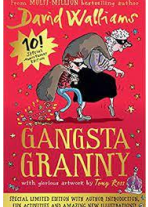
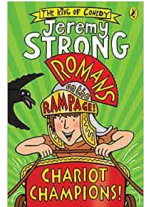
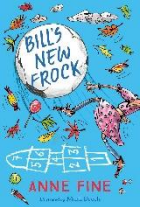
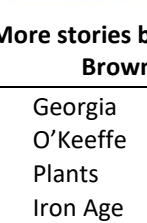
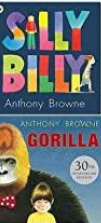
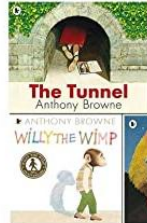
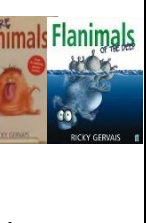
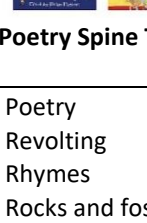
Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Approach and Strategies	 Group Reading	 Group Reading	 Group Reading	 Group Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading
Reading text focus	Fiction	Non-Fiction Poetry	Fiction	Fiction/Non-Fiction	Fiction Poetry	Fiction/Non Fiction

Reading Frequency	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
Independent Reading Level	Blue books 	Blue books 	Green books 	Green books 	Orange books 	Turquoise books 
Book Band 4 - 7	Green books 	Green books 	Orange books 	Orange books 	Turquoise books 	
Reading for Pleasure	Class Reader chosen from year group reading spine					
Phonics Phase See Phonics schemes of learning for full details	Phase 3 consolidation  Phase 4 Blends and Clusters  Phase 4 Consolidation Blends and Clusters Adjacent consonants	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  Phase 5c Prefixes, Suffixes and spelling rules 
High Frequency Words	Action Words Book 1 assessment 	Action Words Book 2 	Action Words Book 2 	Action Words Book 3 	Action Words Book 3 	Y1/2 Common Exception Word Assessment

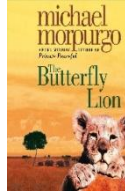
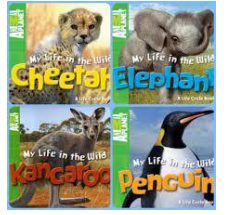
Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Approach and Strategies	 Group Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading	 Group Reading  Whole Class Reading
Reading text focus	Fiction	Non-Fiction Fiction	Fiction Poetry	Fiction/Non-Fiction	Non-fiction Poetry	Fiction/Non Fiction
Reading Frequency	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
Reading Text / Comprehension Focus	 Grammarsaurus Introduction to comprehension skills  All About Dragons Part 1 1a - Vocabulary and word meaning All About Dragons Part 2 1b - Retrieval All About Dragons Part 3 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  • Matching • Sequencing • Find and copy	 Visit Mexico/The United Kingdom I've seen a moose bake banana bread/my dog is not the smartest dog SATs Smashers  • True and false • Name two • Retrieval	 The World/Look inside a castle Why does it rain/weather in the UK? Grammarsaurus – Life at the beach 
Independent Reading Levels Book Band 7-11	Turquoise books  Purple books 	Turquoise books  Purple books 	Purple books  Gold books 	Gold books  White books 	Gold books  White books 	White books  Lime books 
Reading for Pleasure	Class Reader chosen from year group reading spine					

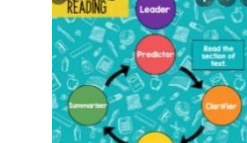
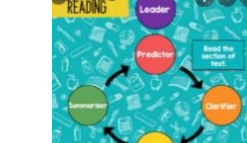
Phonics Phase	 Phonics Phase 5a 5b 5c consolidation	 Phonics Phase 6a	 Phonics Phase 6a	 Phonics Phase 6b	 Phonics Phase 6b	 Phonics Phase 6c
High Frequency Words	Action Words Book 3 	Action Words 				
Enhanced Classroom provision Reading for pleasure These books should be on display in reading corners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

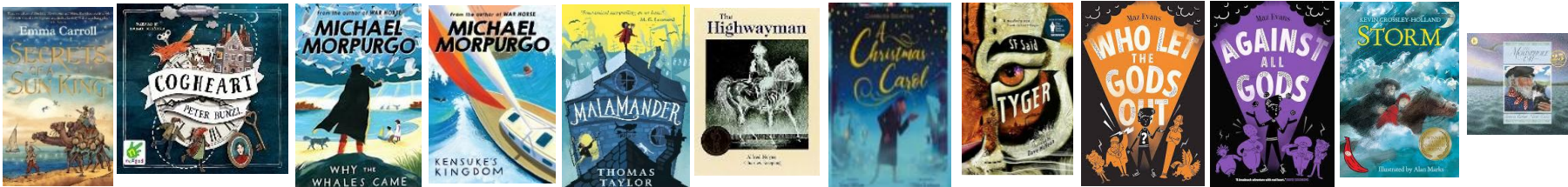
Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Approach and Strategies	 Group Reading  Class Reading	 Group Reading  Class Reading	 Group Reading  Class Reading	 Group Reading  Class Reading	 Group Reading  Class Reading	 Group Reading  Class Reading
Reading Text	fiction/non-fiction	fiction/non-fiction/poetry	fiction/non-fiction	fiction/non-fiction/poetry	fiction/non-fiction	fiction/non-fiction/poetry
Reading Frequency	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
Reading Text/ Comprehension Focus	 Non-chronological report / science text The Human Skeleton/Five Human Senses Traditional narrative Mexican Folk Tales Non-chronological report / historical narrative Hunter Gatherers/Great Fire of London <i>Units may change linked to transition information</i>	 Poetry / descriptive text On the Day of the Dead/The Last Leaf Geography non-chronological reports Counties and Regions of England/Capital Cities of the UK Narrative / biography Edmund Hilary's Amazing Achievement/A Giant Leap for Mankind	 Non-chronological reports (geography) Arabian Peninsula / The Yucatan Peninsula Myth / legend narratives King Midas and the Golden Touch/The Boy Who Cried Wolf Non Fiction A food map of the UK/Chocolate	 Narrative about explorers A Voyage of Discovery/The Great Adventurer Narrative / adventure Hansel and Gretel/Mabel's Egyptian Adventure Non-chronological reports (geography) Arctic Ocean/Atlantic Ocean	 Explanation texts How Were the Dead Mummified/Why Do We Have Four Seasons? Narrative (historical / adventure) The Royal Escape/Escape the Fire End of Year Reading Assessment	 Narrative / biography Jane's Jungle Journey / Florence Nightingale Poetry The Centipede Song / The Tummy Beast

Independent Reading Levels Book Band 9-12	Gold books  White books  Lime books 	Gold books  White books  Lime books 	White books  Lime books 	White books  Lime books  Grey books 	Lime books  Grey books 	Lime books  Grey books 
Phonics Phase	Phase 7 Phonics Phase 7	Phase 7 Phonics Phase 7	Phase 7 Phonics Phase 7	Phase 7 Phonics Phase 7	Phase 7 Phonics Phase 7	Phase 7 Phonics Phase 7
 Reading Plus					A (Pre-Key Stage) B Year 3 	A (Pre-Key Stage) B Year 3 
Class Reader Reading for Pleasure books chosen from year group reading spine	         					
Classroom Provision Enhanced Reading for Pleasure These books should be on display for children to access	 More stories by Anthony Browne.	 Stories by Tom Fletcher that continue on from The Christmasaurus.	 Stories by Ricky Gervase that continue on from Flanimals.	 Poetry Spine Texts	 More stories by Roald Dahl.	 More stories by Jeremy Strong.
Enhanced Classroom provision Reading to learn	- Georgia O’Keeffe  - Plants - Iron Age - Stone Age - Christianity	- Animals  - Skeletons - Healthy Eating - Textiles - Christmas	- Romans  - Monsters - Forces and magnets - Volcanoes - Romans - Reggae music	- Poetry  - Revolting Rhymes - Rocks and fossils - Structures - Easter	- Instruction manuals  - Light and shadow - Anglo-Saxons - Architecture - Judaism	- Selection of Bedtime Stories  - Scientists and inventors - United Kingdom - Eid

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Approach and Strategies	 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
Reading Text	fiction/non-fiction	fiction/non-fiction/poetry	fiction/non-fiction	fiction/non-fiction/poetry	fiction/non-fiction	fiction/non-fiction/poetry
Reading Frequency	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
Reading Text/ Comprehension Focus	 Non-chronological report Orangutans/Spiders Narrative / persuasive mix Save Our Rainforests/Gertie vs. the Goliaths Non-chronological reports (history) The Bronze Age/The Stone Age	 Non-chronological reports (geography/history) Visit Ancient Egypt/Visit Incredible Italy Non-chronological reports (science/history) Plate Tectonics / Worst Eruptions in History Narrative adaptations Cindy Lou Visits the Grinch/Egyptian Cinderella	 Myth / narrative Story of Lord Krishna and Sudama/Islamic Story Non-chronological reports Dental Hygiene/How Can We Eat Healthily? Myth / narrative Apollo and Cassandra/Theseus and the Minotaur	 Poetry / descriptive text The Rainforest Doesn't Talk/Treasures on the Beach Non-chronological reports (history) Iron Age Celts/Egyptian Pharaohs Non-chronological reports (geography) York/The River Nile and the River Ouse	 Non-chronological reports (geography) Europe/Regions of England Narrative adaptation / myth Persian Cinderella/The Tomb of Wonders River End of Year Reading Assessment	 Non-chronological reports (history/biography) Black Britons / Remarkable Roman Army Narrative / adventure Storyteller of the Sky / Storm at Sea Non chronological reports (Science) How does the Ear Work / How do Teeth Work

Independent Reading Levels Book Band 11- 13	Lime books  Grey books 	Lime books  Grey books 	Grey books 	Grey books 	Grey books  Brown books 	Grey books  Brown books 
Reading for Pleasure Class Reader chosen from Year group reading spine	     					
Reading Plus 	Initial Assessment A- Pre-Key Stage B – Y3 C – Y4 	Skills/tools focus A- Pre-Key Stage B – Y3 C – Y4 	Mid-term assessment A- Pre-Key Stage B – Y3 C – Y4 	Skills/tools focus A- Pre-Key Stage B – Y3 C – Y4 	5 Stories a week B- Y3 C – Y4 D – Y5 E – Y6 	Final Benchmark C – Y4 D – Y5 E – Y6 
Enhanced provision for Reading for Pleasure These books should be on display for children to access throughout the weeks.	 Diversity	 Ben Miller Collection	 Fractured Fairy Tales	 How to Train Your Dragon Series	 Books by Michael Morpurgo	 Books by Anne Fine Nonsense poetry books
Enhanced Classroom provision Reading to learn 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.	Range of non-fiction texts linked to Anglo-Saxons and Vikings Newspaper Articles  	Range of non-fiction texts linked to Living Things and their Habitats  	Range of non-fiction texts linked to Climate Change and the Digestive System  	Range of non-fiction texts linked to writing topic – nature documentary  	Range of non-fiction texts linked to the Victorian period  	Range of non-fiction texts linked to Scientists and Inventors  

Year 5						
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Approach and Strategies  Whole Class Reading	 Whole Class Reading	 Whole Class Reading	 Whole Class Reading	 Reciprocal Reading	 Reciprocal Reading	 Reciprocal Reading
Genre	Non Fiction Poetry Fiction	Non Fiction Poetry Fiction	Non Fiction Poetry Fiction	Non Fiction Fiction	Non Fiction Fiction	Non Fiction Fiction
Reading Frequency	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 Reciprocal groups biweekly Whole class reading biweekly
Reading Text/ Comprehension Focus	 Narrative / Historical narrative Group read: Flamma:the gladiator Independent read: The Legend of Boudicca Non-chronological report (science) Group read: Teeth Independent read: The Digestive System Poetry Nature poem Group Read Jabberwocky Independent read :The Walrus and the Carpenter	 Myth / Narrative Group read: Pandora's Box Independent read: King Midas and the Golden Touch Non-chronological report (geography) Group read: River Trent Independent read: River Thames Folk-tale narratives Group read: The Good Ferryman and the Water Nymphs Independent read: An Old Dog's Trick	 Explanation / Non-chronological report (science/geography) Group read: How are volcanoes formed? Independent read: How are rivers formed? Poetry Group read: The Car Trip Independent read: Chocolate Cake Poetry Nature poem Group read: A Water Drop's Adventure	 Narrative / Fantasy Group read: The Legend of Ragnar Lothbrook Independent read: The Blood in the Snow Dramatic text / Narrative extract Group read: Romeo and Juliet Scene 4 Independent read: Romeo and Juliet Scene 5 Recounts/interview style non-fiction A Day in the Life of a Cardiologist / A Day in the Life of a Pharaoh	 Non-chronological report (geography) Group read: Physical Features of North America Independent read: Biomes of N. America Persuasive / Non-fiction Group Read: Visit Chichén Itzá Independent Read: Visit Acropolis Comprehension Crusher Question Types Revision How can you tell? Give one Reason	 Non-chronological / Science text Group read: Space Tourism Independent Read: Astronauts grammarsaurus.co.uk Poetry Group Read: Refugee Indendent Read: Obn themove again from somewhere Non Chronological (Science) Group Read Plant Reproduction

					Why? What? According to the text? Find and copy a group of words End of Year Reading Assessment	Independent read: Life Cycles
Independent Reading Level Book Band 12-14	Grey books  Brown books 	Grey books  Brown books 	Brown books 	Brown books 	Brown books  Black books 	Brown books  Black books 
Reading for Pleasure Class Reader chosen from Year group Reading Spine						
Reading Plus	 Initial Assessment C – Y4 (5 per week) D – Y5 (3 per week)	 Skills/tools focus C – Y4 (5 stories a week) D – Y5 (3 per week) E – Y6 (2 per week)	 Mid-term assessment C – Y4 (5 stories a week) D – Y5 (3 times a week) E – Y6 (2 times a week)	 Skills/tools focus C – Y4 (5 stories a week) D – Y5 (3 per week) E – Y6 (2 per week)	 Skills/tools focus C – Y4 (5 stories a week) D – Y5 (3 per week) E – Y6 (2 per week)	 Summative assessment C – Y4 (5 stories a week) D – Y5 (3 times a week) E – Y6 (2 times a week)
Enhanced provision Reading for pleasure <i>These books should be on display for children to access throughout the weeks.</i>	- Explanation texts - Horrible histories - Emma Carroll historical fiction	- Horrible Histories - Poetry collections - Tom Gates	- Playscripts - Narrative poetry - Highwaymen/Who Is Horrible In History	- Setting descriptions - The Mousehole Cat - The Storm	- Persuasive speeches - Blogs	- Shakespeare for kids - Podcasts
Enhanced Classroom provision Reading to learn	- Texts on Earth and Space - Texts on astronauts - Katherine Johnson - The internet - Gurdwara		- Greeks - Online safety - Data - Earthquakes - Volcanoes		- Forces - Scientist and inventors - Gaming - The Maya - Brazil	

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.	- Galileo - Egypt - Basketball - Rivers - Materials	- Badminton - Football - Cricket - Monet - Living things/ puberty	- South America - Health - Frida Kahlo - Electricity - Money
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Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Approach and Strategies	 Reciprocal Reading  Whole Class Reading	 Reciprocal Reading  Whole Class Reading	 Reciprocal Reading  Whole Class Reading	 Whole Class Reading 	 Whole Class Reading 	Reading for Pleasure 
Genre	Non Fiction Poetry Fiction	Non Fiction Poetry Fiction	Non Fiction Poetry	Fiction Non-Fiction	Fiction Non-Fiction	Non Fiction Poetry Fiction
Reading Frequency	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
Reading Text Comprehension Focus	 Non-chronological reports (geography/biology) Group read: Desert Creatures	 Poetry & descriptive text Group read: Diwali Dreams Independent read: Bonfire Night	 Poetry & descriptive narrative (WW2 era) Group read: A Gunner's Day Independent read: The Little Smuggler	 - Circle the correct option - Give one reason why	 - Number from 1-5 - Give 2 reasons why - Give one piece of evidence	 Non-chronological report / narrative report (science/space) Group Read: New Species Discovered in the Galapagos

	Independent Read Desert Biomes Narrative / myth / information text Group read: Cyberbullying Independent read: Medusa Historical narrative / biography Group Read: Katherine Ferrers Independent Read: Julius Caesar	Narrative / non-fiction (history/culture) Group read: Gothic Fiction Independent read: The Maya Classic narrative extract Group read: A Christmas Carol Independent read: Bob Cratchit's House	Non-chronological report (historical/biography) Group read: Reginald Joseph Mitchell Independent Read: World War II Non-chronological reports (geography/economy) Imports and Exports of the UK / Biomes of the World	- Find and copy - What does this word mean? - What/Why/How/Which/Who Where? - True or False Previous SAT papers CGP assessments	- According to the text - Impression and evidence Previous SAT papers CGP assessments	Independent Read Moon Landing Poetry (classic) Group Read: The Listeners Independent Read: The Scarecrow Narrative / non-chronological report (history/social) Group Read: Migration to the UK Independent Read: Windrush Passenger
Independent Reading Level Book Band 13-14	Brown books  Black books 	Brown books  Black books 	Black books  Free readers	Black books  Free readers	Black books  Free readers	Black books  Free readers
Reading for Pleasure						
Reading Plus	Initial Assessment D – Y5 E – Y6 F – Y7 	Skills/tools focus D – Y5 (5 times a week) E – Y6 (3 times a week) F – Y7 (twice a week) 	Mid-term assessment D – Y5 (5 times a week) E – Y6 (3 times a week) F – Y7 (twice a week) 	Skills/tools focus D – Y5 (5 times a week) E – Y6 (3 times a week) F – Y7 (twice a week) 	5 Stories a week E – Y6 F – Y7 G – Y8 – access through school alone 	Final Benchmark E – Y6 F – Y7 G – Y8 – access through school alone 

Enhanced provision Reading for pleasure These books should be on display for children to access throughout the weeks.	<u>Enhanced Reading for pleasure</u> Ghost stories The Circulatory System War fiction and non fiction Gothic novels/stories (Frankenstein, Jekyll and Hyde, Dracula) Author Focus: Adam Kay	<u>Enhanced Reading for pleasure</u> Mythical creatures Shakespeare for kids Beowulf Author Focus: William Shakespeare	<u>Enhanced Reading for pleasure</u> Texts about animals Poetry United States of America Myths and legends Mythical Monsters texts Author Focus: Louis Sachar	<u>Enhanced Reading for pleasure</u> Poetry Author Focus: Benjamin Zephania	<u>Enhanced Reading for pleasure</u> Skellig Author Focus: David Almond	<u>Enhanced Reading for pleasure</u> Skellig Author Focus: David Almond
Enhanced Classroom provision Reading to learn 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.	- Books about war - Books about the body - Mountains - Healthy bodies - Netball	- Books that link to electricity - Mountains - Healthy bodies - Netball	- Information Texts - Animals - Living things - Evolution - The internet/people in computing - Our local area - United States of America - Hockey - Exercise - Banksy - Graffiti - Bridges	- Science – Evolution and inheritance - Charles Darwin - Data and information - Computers - Copyright - Our local area - Growing up	- Science – Light - Programming - Global trade - Crime and punishment - Cricket - Athletics/athletes	- Scientists - Enterprise/Biographies - Business - Global trade - Crime and punishment - Fairtrade - Art illusions - Food around the world