



# **Bure Park Primary School**

## **Subject English – Reading**

- **Overview & Rationale**
- **Scheme of Work**
- **Progression of Skills & Year Group End Point**

## English Narrative

At Bure Park Primary School, we intend to give our children a secure understanding of phonic knowledge and the ability to apply it. We aim to inspire a genuine love of reading and the motivation and resilience to become an independent writer. For us literacy is more than being able to read and write. It is about having the cultural literacy, fluency and enjoyment of words that allows them to operate at a high level and engage fully in the world around them.

We offer a broad, exciting and creative curriculum which places English at the very heart. Reading and writing are taught on a daily basis, both in discrete English lessons and then embedded throughout the curriculum.

## Phonics

Reading and writing can only grow from a secure understanding of phonics. Phonics demonstrates the relationship between the sounds of a spoken language (phoneme) and the letters or groups of letters of the written language (graphemes). Children are taught phonics daily from Nursery to Year 3 using Read Write Inc. and then further support is given as needed in Key Stage Two.

## Reading

Storytime: a session at the end of every day is dedicated to the teacher sharing a high-quality class book with the children.

Guided Reading: from Years 3-6 the children take part in whole class guided reading sessions. These focus on developing vocabulary and comprehension skills through a range of exciting and creative tasks. In Years 1 and 2, once the children have come off the comprehensive Read Write Inc scheme, they will partake in daily reading and phonic sessions in line with KS2 which includes developing their reading and vocabulary skills.

Reading Scheme: from Reception, children are given reading books that closely correspond to the phonic sounds that they are currently working on. As children move through the school they continue to work through this scheme-bringing home a book that matches their reading level. We have ensured that there is a variety of texts and genres available to engage every reader. Pupils are encouraged to read at home every day and record this in their reading record. Research shows that parents who read with their children at home improve the reading ability of children significantly. Children's individual reading successes are celebrated in weekly reading raffles.

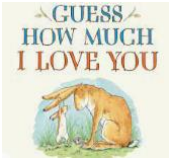
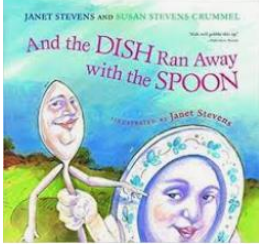
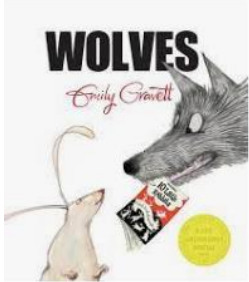

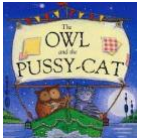
## **Early Years Foundation Stage**

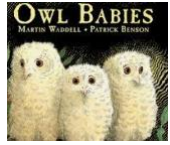
### **Nursery**

## Reading – Reception

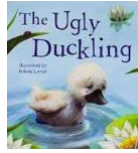
# Key Stages 1 & 2

## Reading Year 1 – Story Time Selection

YEAR GROUP	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	 <p><b>The Tiger Who Came to Tea</b> Judith Kerr (Complexity of plot/symbol)</p>  <p><b>Guess How Much I Love You</b> Sam McBratney</p>	 <p><b>The Three Billy Goats Gruff</b> Paul Galdone (Archaic)</p>  <p><b>Where the Wild Things Are</b> Maurice Sendak</p>	 <p><b>The Trouble Trolls</b> Jan Brett (Non-Linear time sequences)</p>  <p><b>The Gruffalo's Child</b> Julia Donaldson</p>	 <p><b>And the Dish Ran Away with the Spoon</b> Janet Stevens (Complexity of narrator)</p>  <p><b>The Day the Crayons Quit</b> Drew Daywalt</p>	 <p><b>Wolves</b> Emily Gravett (Resistant text)</p>  <p><b>Charlie Cook's Favourite Book</b> Julia Donaldson</p>	<p>Traditional Tales/Fables</p>  <p><b>Magic Faraway Tree</b></p>  <p><b>The Owl and the Pussycat</b> Edward Lear</p>



**Owl Babies**  
Martin Waddell



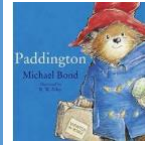
**The Ugly Duckling**  
Hans Christian  
Andersaon



**The Night Before  
Christmas**  
Clement Clark  
Moore



**Voices In The Park**  
Anthony Browne



**Paddington**  
Michael Bond



**Lost and Found**  
Oliver Jeffers

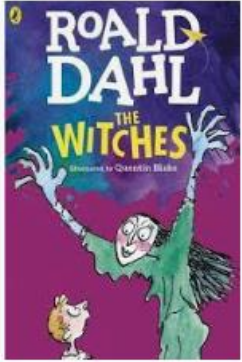
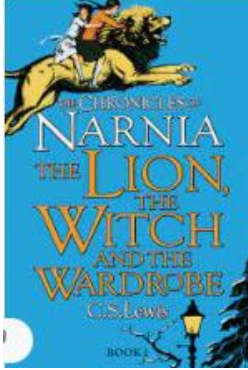
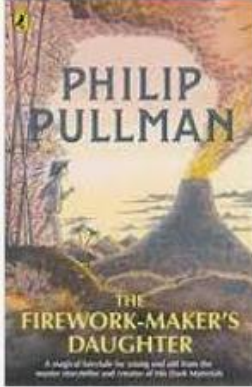

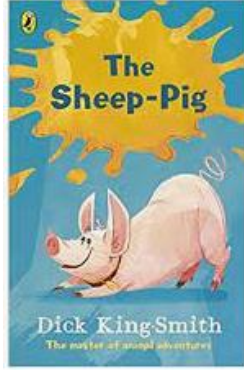
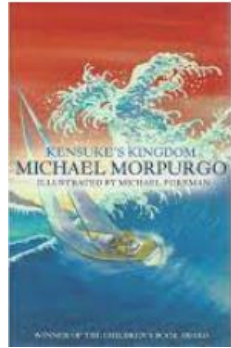
The  
Book  
With  
No  
Pictures

**The Book with No  
Pictures**  
BJ Novak

## Reading Year 2 – Story Time Selection

YEAR GROUP	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
2	<p><b>Traditional Tales</b></p> <p>Archaic</p>  <p><b>The true Story of the three little pigs</b></p> <p>John Scieszka</p> <p>Complexity of the Narrator</p>	 <p><b>Fantastic Mr Fox</b></p> <p>Roald Dahl</p> <p>(Complexity of narrator)</p>  <p><b>Armstrong: The Adventurous Journey of a Mouse to the Moon</b></p> <p>Torben Kuhlmann</p>		 <p><b>The Butterfly Lion</b></p> <p>Michael Morpurgo</p> <p>(Non-Linear time sequences)</p>		 <p><b>Grandad's Island</b></p> <p>Benji Davies</p> <p>(Complexity of plot/symbol)</p>  <p><b>Wanted: The perfect Pet;</b></p>	 <p><b>Where the wild things are</b></p>  <p><b>Mr Skip</b> iMchael Morpurgo</p>

## Reading Year 3 – Story Time Selection

YEAR GROUP	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	 <p><b>The Witches</b> Roald Dahl (Complexity of narrator)</p>	 <p><b>The Lion, the Witch and the Wardrobe</b> C S Lewis (Archaic)</p>	 <p><b>Firework Maker's Daughter</b> Philip Pullman (Non-linear time sequences)</p>	 <p><b>The Iron Man</b> Ted Hughes (Complexity of plot/symbol)</p>	 <p><b>The Sheep Pig</b> Dick King-Smith The master of animal adventures</p>	 <p><b>Kensuke's Kingdom</b> Michael Morpurgo</p>

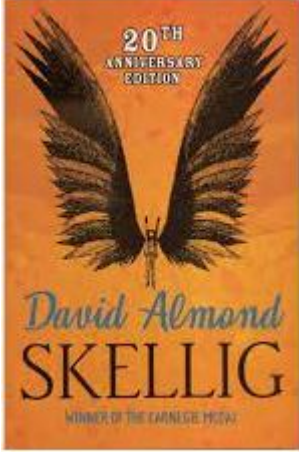
## Writing Year 4 – Story Time Selection

YEAR GROUP	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
4	 <p><b>Charlotte's Web</b> E B White (Archaic)</p>	 <p><b>Max &amp; the Millions</b> Ross Montgomery (Complexity of narrator)</p>		 <p><b>Holes</b> Louis Sacher (Non-Linear time sequences)</p>		 <p><b>Where the Mountain Meets the Moon</b> Grace Lin (Complexity of plot/symbol)</p>

## Reading Year 5 – Story Time Selection

YEAR GROUP	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
5	 <p><b>Who Let the Gods Out</b> Maz Evans (Complexity of plot/symbol)</p>			 <p><b>The Girl of Ink and Stars</b> Kiran Millwood Hargrave (Complexity of plot)</p>		 <p><b>Wonder</b> R.J. Palacio (Complexity of narrator)</p>	

## Reading Year 6 - Story Time Selection

YEAR GROUP	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
6	 <p><b>Clockwork</b> Philip Pullman (Complexity of narrator)</p>		 <p><b>Fireweed</b> Jill Paton-Walsh (Complexity of plot/symbol)</p>		 <p><b>Skellig</b> David Almond (Complexity of plot/symbol)</p>	

Year 1		
	Word Reading	Comprehension
	<p><b>Children can...</b>  Match all 40+ graphemes to their phonemes.  Blend sounds in unfamiliar words.  Divide words into syllables.  Read compound words.  Read words with contractions and understand that the apostrophe represents the missing letters.  Read phonetically decodable words.  Read words that end with 's, -ing, -ed, -est  Read words which start with un-.  Add -ing, -ed and -er to verbs. (Where no change is needed to the root word)  Read words of more than one syllable that contain taught GPCs.</p>	<p><b>Children can...</b>  Say what I like and do not like about a text.  Link what I have heard or read to my own experiences.  Retell key stories orally using narrative language.  Talk about the main characters within a well-known story.  Learn some poems and rhymes by heart.  Use what they already know to understand texts.  Check that their reading makes sense and go back to correct when it doesn't.  Draw inferences from the text and/or the illustrations. (beginning)  Make predictions about the events in the text.  Explain what I think a text is about.</p>

<b>Year 2</b>		
	<b>Word Reading</b>	<b>Comprehension</b>
	<p><b>Children can...</b>          Decode automatically and fluently.          Blend sounds in words that contain the graphemes they have learned.          Recognise and read alternative sounds for graphemes.          Read accurately words of two or more syllables that contain the same GPCs.          Read words with common suffixes.          Read common exception words.          Read and comment on unusual correspondence between grapheme and phoneme.          Read most words quickly and accurately when I have read them before without sounding out and blending.          Read most suitable books accurately, showing fluency and confidence.</p>	<p><b>Children can...</b>          Talk about and give an opinion on a range of texts.          Discuss the sequence of events in books and how they relate to each other.          Use prior knowledge, including context and vocabulary, to understand texts.          Retell stories, including fairy stories and traditional tales.          Read for meaning and check that the text makes sense - go back and re-read when it does not make sense.          Find recurring language in stories and poems.          Talk about my favourite words and phrases in stories and poems.          Recite some poems by heart, with appropriate intonation.          Answer and ask questions.          Make predictions based on what they have read.          Draw (simple) inferences from illustrations, events, characters' actions and speech.</p>

<b>Year 3</b>		
	<b>Word Reading</b>	<b>Comprehension</b>
	<p><b>Children can...</b>  Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.  Read further exception words, noting the unusual correspondences between spelling and sound.  Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p><b>Children can...</b>  Read a range of fiction, poetry, plays, and non-fiction texts.  Discuss the texts that they have read.  Read aloud and independently, taking turns and listening to others.  Explain how non-fiction books are structured in different ways and can use them effectively.  Explain some of the different types of fiction books.  Ask relevant questions to get a better understanding of a text.  Predict what might happen based on details I have.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  Use a dictionary to check the meaning of unfamiliar words.  Identify the main point of a text.  Explain how structure and presentation contribute to the meaning of texts.  Use non-fiction texts to retrieve information.  Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>

Year 4		
	Word Reading	Comprehension
	<p><b>Children can...</b>            Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.            Read further exception words, noting the unusual correspondences between spelling and sound.            Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p>	<p><b>Children can...</b>            Know which books to select for specific purposes, especially in relation to science, geography and history learning.            Use a dictionary to check the meaning of unfamiliar words.            Discuss and record words and phrases that writers use to engage and impact on the reader.            Identify some of the literary conventions in different texts.            Identify the (simple) themes in texts.            Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.            Explain the meaning of words in context.            Ask relevant questions to improve my understanding of a text.            Infer meanings and begin to justify them with evidence from the text.            Predict what might happen from details stated and from the information I have deduced.            Identify where a writer has used precise word choices for effect to impact on the reader.            Identify some text type organisational features, for example, narrative, explanation and persuasion.            Retrieve information from non-fiction texts.            Build on others' ideas and opinions about a text in discussion.</p>

<b>Year 5</b>		
	<b>Word Reading</b>	<b>Comprehension</b>
	<p><b>Children can...</b>  Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.  Read further exception words, noting the unusual correspondences between spelling and sound.  Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.  Re-read and read ahead to check for meaning.</p>	<p><b>Children can...</b>  Become familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions -they can discuss the features of each.  Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.  Identify significant ideas, events and characters; and discuss their significance.  Recite poems by heart, e.g. narrative verse, haiku.  Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>

<b>Year 6</b>		
	<b>Word Reading</b>	<b>Comprehension</b>
	<p><b>Children can...</b>  Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.  Use combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.  Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.  Read fluently, using punctuation to inform meaning.</p>	<p><b>Children can...</b>  Become familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions – they can discuss the features of each.  Read books that are structured in different ways.  Recognise texts that contain features from more than one text type.  Evaluate how effectively texts are structured and presented.  Read non-fiction texts to help with my learning.  Read accurately and check that they understand.  Recommend books to others and give reasons for their recommendation.  Identify themes in texts.  Identify and discuss the conventions in different text types.  Identify the key points in a text.  Recite a range of poems by heart, e.g. narrative verse, sonnet.  Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>