



ENGLISH CURRICULUM - READING






socially mistakes morally potential
confidently
Grow Learn spiritually
Love St Jesus academically world
ourselves faith
others Joseph's

LOVE

LEARN

GROW















INTENT	IMPLEMENTATION	IMPACT
<p>Reading is fundamental in our modern society and shapes us as critical thinkers, learners and questioning citizens.</p> <p>Learning to read and reading to learn is the key to unlocking all areas of the curriculum and is the foundation for the future educational success that we want for all of our children at St Joseph's.</p> <p>The power of reading is immeasurable. Reading feeds their imagination and opens them up to a world of wonder and joy. We strive for all of our children to discover the magic in reading, develop an appreciation for and love of reading and instil the habit of reading for pleasure.</p> <div data-bbox="293 895 495 1098" data-label="Image">  </div>	<p>We provide a thriving reading culture for all children in our school.</p> <p>Through effective teaching and intervention, children are equipped with the essential skills to ensure that they become competent readers.</p> <p>Beginning their reading journey with phonics in Early Years and Key Stage 1 provides children with a direct route to becoming novice readers.</p> <p>They subsequently move to whole class reading lessons that focus on the development of vocabulary, comprehension skills and the immersion in a wide range of high-quality texts. These lessons also instil excitement and pleasure in reading.</p> <p>This enjoyment in reading is further demonstrated by daily reading aloud (class readers) and various other strategies such as regular opportunities for rich book talk, the use of book clubs, our inviting library and children regularly witnessing their teachers as readers.</p> <div data-bbox="1016 1198 1223 1414" data-label="Image">  </div>	<p>Children at St Joseph's perform well in statutory tests in both phonics and reading, though more importantly, they leave us as competent readers, who can both read to learn and read for pleasure, in order to offer them the best possible opportunities in life.</p> <p>We strive to ensure that our children also leave us as 'forever readers' who are able to capture the magic of reading which will, in turn, develop their self-esteem and have a direct, positive impact on their future wellbeing.</p> <div data-bbox="1742 855 1944 1075" data-label="Image">  </div>



EYFS Topic and Core Text Planner (2024/25)

Cycle B

	Autumn		Spring		Summer	
Curriculum Focus	UTW	UTW	UTW	UTW	UTW	UTW
Topic	 Let's explore	 Marvellous machines	 Long ago	 Ready Steady Grow	 Animal Safari	 On the Beach
Mini Project	 Build it up	 Puppets and Pop ups	 Stories and nursery Rhymes	 Signs of Spring	 Creep Crawl and Wiggle	 Move it Moving on

Curriculum Focus	UTW	EA&D	Literacy	UTW	UTW	PD
Core Text	<p>We're Going on a Bear Hunt</p> <p>The Pirates Next Door</p> <p>Mr. Grumpy's Outing</p>	<p>Harry and the Robots Machine</p> <p>Poems Car, Car, Truck, Jeep</p>	<p>The Tiger Who Came to Tea</p> <p>My Two Grannies</p> <p>Once There Were Giants</p>	<p>The Gigantic Turnip</p> <p>Handa's Surprise</p> <p>Rosie's Walk</p>	<p>Walking through the Jungle</p> <p>Doing the Animal Bop</p> <p>Dear Zoo</p>	<p>Sally and the Limpet</p> <p>Commotion in the Ocean</p> <p>Tiddler</p>

VIPERS PROGRESSION

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Vocabulary</u>	<p>Discuss word meanings, linking new meanings to those already known and identifying favourite words and phrases</p> <p>Join in with predictable phrases</p> <p>Use vocabulary given by the teacher</p>	<p>Discuss and clarify the meanings of words; link new meanings to known vocabulary and identifying favourite words and phrases.</p> <p>Recognise some recurring language in stories and poems.</p>	<p>Use dictionaries, and substitution, within a sentence, to check the meaning of words that they have read.</p> <p>Discuss words that capture the readers interest or imagination and identify how language choices help build meaning.</p>	<p>Use dictionaries to check the meaning of words and use a thesaurus to find synonyms.</p> <p>Discuss why words have been chosen and the effect these have on the reader (e.g. capture interest).</p> <p>Find the meaning of new words using the context of the sentence and clarify their meaning.</p>	<p>Explore the meaning of words in context by 'reading around the word' in the broader context of a section or paragraph.</p> <p>Discuss and evaluate how the author's choice of language impacts the reader and investigate alternative word choices that could be made (re-write passages using alternative word choices).</p> <p>Confidently using a dictionary and using a thesaurus to find synonyms for a larger variety of words.</p> <p>Begin to look at the use of figurative language.</p>	<p>Evaluate how the authors' use of language impacts upon the reader.</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Discuss how presentation and structure contribute to meaning.</p> <p>Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p>

VIPERS PROGRESSION

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Infer</u>	<p>Discuss the significance of the title and events.</p> <p>Infer basic points with direct reference to the pictures and words in the text. (e.g. about characters' feelings by using what they say as evidence).</p>	<p>Infer basic points and begin, with support, to pick up on subtler references (e.g. character feelings, words or actions).</p> <p>Answer and ask questions and modifying answers as the story progresses.</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives, actions or events.</p> <p>Justify inferences (e.g. characters' feelings, thoughts and motives from their stated actions) by referencing a specific point in the text.</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives from their stated words and actions.</p> <p>Consolidate the skill of justifying using more than one piece of evidence or specific reference points in the text.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, from events or states and justifying with evidence.</p> <p>Use figurative language to infer meaning.</p> <p>Give one or two pieces of evidence to support the point they are making and begin to draw evidence from more than one place across a text.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences by giving evidence to support each point made from different places across the text.</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>

VIPERS PROGRESSION

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Predict</u>	Predict (including using own experiences) what might happen on the basis of what has been read so far in terms of story, character and plot.	Use their own knowledge as well as what has happened (plot, character, language so far) to make logical predictions and give explanations of them.	Justify predictions using evidence from the text.	Use relevant prior knowledge as well as details from the text to form predictions and to justify them. Monitor predictions and compare them with the text as they read on.	Predicting what might happen from details stated and implied and support predictions with relevant evidence from the text. Confirm and modify predictions as they read on. Provide increasingly reasoned justification for views by explaining and discussing their understanding of what they have read and begin to challenge points of view. Discuss and evaluate how authorial choices of language, structure and presentation contribute to meaning and impact the reader. Begin to distinguish between fact and opinion.	Predict what might happen from details stated and implied and support predictions by using relevant evidence from the text. Confirm and modify predictions in light of new information.

VIPERS PROGRESSION

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Explain</u>	<p>Explain clearly what has been read to them including expressing views about events or characters.</p> <p>Recognise differences between fiction and non-fiction texts (outlining some features.)</p>	<p>Explain and discuss their understanding and views of books, poems and other material (those that they listen to and those that they read for themselves)</p> <p>Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary.</p> <p>Discuss some similarities between books.</p>	<p>Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Recognise authorial choices and the purpose of these.</p>	<p>Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Recognise authorial choices and the purpose of choices made (language, structure etc).</p>	<p>Provide increasingly reasoned justification for my views.</p> <p>Recommend books for peers in detail.</p> <p>Give reasons for authorial choices.</p> <p>Begin to challenge points of view.</p> <p>Begin to distinguish between fact and opinion.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<p>Explain and discuss their understanding of what they have read, giving reasoned justifications for their views and begin to challenge points of view.</p> <p>Give reasons for and evaluate authorial choices: Identifying how language (including figurative language), structure and presentation contribute to meaning and consider the impact on the reader.</p> <p>Distinguish between fact, opinion and bias explaining how they know this.</p>

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	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Retrieval</u>	<p>Answer questions about what has just happened in a story (contributing ideas and thoughts in discussion).</p> <p>Retrieve information by finding a few key words.</p> <p>Sequence.</p> <p>Retell and sequence the events in a familiar story orally (e.g. fairy stories and traditional tales).</p> <p>Begin to discuss how events are linked.</p>	<p>Independently read and answer simple questions about what they have just read, remembering significant events and key information about the text.</p>	<p>Uses the contents page and subheadings to locate information.</p> <p>Uses skim and scan to retrieve details and beginning to use quotations from the text.</p>	<p>Retrieve and record information from a fiction or non-fiction text.</p> <p>Confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text.</p>	<p>Confidently skim and scan, use the skill of reading before and after to retrieve information from a broader range of texts.</p> <p>Use evidence from across whole chapters or texts (myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts).</p> <p>Ask own questions and follow a line of enquiry.</p>

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<u>Summarise</u>	<p>Retell and sequence the events in a familiar story orally (e.g. fairy stories and traditional tales).</p> <p>Begin to discuss how events are linked.</p>	<p>Retell (in order) using a wider variety of story language.</p> <p>Discuss the sequence of events in books, and how items of information/events are linked, focusing on the main content of the story.</p>	<p>Verbally summarise a story</p> <p>Identify main ideas drawn from a key paragraph or page (distinguishing between the important and less important information).</p>	<p>Use skills developed in Year 3 (identifying and using important information) in order to summarise whole paragraphs, chapters or texts.</p> <p>Identify themes from a wide range of books.</p>	<p>Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <p>Make connections between information across the text and include this in an answer.</p> <p>Discuss the themes or conventions from a chapter or text.</p>	<p>Summarise information from across a text - identifying key details to support main ideas and linking information by analysing and evaluating ideas between paragraphs or sections of the text.</p>