

Finlay Community School

Reading

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Reading Intent

At Finlay, we intend for our children to become enthusiastic, motivated and fluent readers, who are confident in reading a variety of genres and text types. We aim for our reading sessions to provide children with the opportunities to develop: word reading, wider decoding skills, comprehension and fluency. We also aspire for our children to develop a 'love of literature' and an enjoyment of reading for pleasure. In line with our whole school curriculum intent, a structured, cohesive approach to teaching reading allows our children to develop basic life skills that allow them to achieve and succeed in later life.

Whole School Curriculum Overview: Thematic Overview

Reception

1. *It's Good to be Me: All about me and my family.*
2. *Let's Celebrate: Religious Celebrations.*
3. *I wonder...*
4. *Once Upon a Time: Fairytales and Traditional Tales.*
5. *Moving on Up! Transition to Year 1.*

Year 1

1. *The History of Toys*
2. *Where oh Where is Finlay Bear? Our Local area and the UK.*
3. *The Great Space Race: Neil Armstrong, Buzz Aldrin and Tim Peake.*

Year 2

1. *The Great Fire of London and the Tudors. Focus on Samuel Pepys.*
2. *Around the World in 60 Days/ Paddington's Passport: The 7 continents and 5 Oceans.*
3. *Heroes in History: Florence Nightingale and Mary Seacole.*

Year 3

1. *Rock and Roll: The Stone Age to Iron Age.*
2. *Deadly Disasters: Natural Disasters including volcanoes and earthquakes.*
3. *Navigating the Nile/ Exciting Egyptians: Ancient Egypt.*

Year 4

1. *The Rotten Romans/ Glorious Glevum: Roman Britain and their Legacy.*
2. *Journey to the River Sea/ Come Sail With Me: Oceans and Rivers.*
3. *Ancient Greece and the Olympics.*

Year 5

1. *Invaders and Settlers: Anglo Saxons and Vikings*
2. *The Rainforest: North and South America, Deforestation.*
3. *Chocolate: Mayans and Aztec Civilisation.*

Year 6

1. *We'll Meet Again: World War 2 and the impact on children.*
2. *Ice Explorers: Artic and Antarctica.*
3. *Let Me Entertain You: Changes in leisure and entertainment throughout history.*

Coverage Term by Term (Reception – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>I wonder...</i>	<i>I wonder...</i>	<i>Once Upon a Time Moving on up</i>	
	<i>Astro Girl - Ken Wilson-Max</i> <i>Funny bones - Allan Ahlberg</i>	<i>The ugly duckling</i> <i>Shubh Diwali! - Chitra Soundar</i>	<i>Aliens love underpants - Claire Freedman</i> <i>Koala who could - Rachel Bright</i>	<i>Look up! - Nathan Bryon</i> <i>Farmyard Hullabaloo - Giles Andreae</i>	<i>Whatever next - Jill Murphy</i> <i>Dear Miss - Rachel Elliot</i> <i>Albert Talbot: Master of Disguise - Ben Manley</i>	
Year 1	<i>Finlay Toy Factory</i>		<i>Where oh Where is Finlay Bear?</i>		<i>The Great Space Race</i>	
	<i>Handa's surprise - Eileen Browne</i> <i>Oof makes an ooh - Duncan Beedie</i>	<i>Cinderella in New York -</i> <i>Zim Zam Zoom - James Carter</i>	<i>Ruby's worry - Tam Percival</i> <i>The lion inside - Rachel Bright</i>	<i>We all went on Safari - Lauri Krebs</i> <i>The bad tempered ladybird - Eric Carle</i>	<i>Meerkat Mail - Emily Gravett</i> <i>I can only draw worms - Will Mabbitt</i>	<i>My Hair - Hannah Lee</i> <i>Rumble in the Jungle - Giles Andreae</i>
Year 2	<i>The Great Fire of London & The Tudors</i>		<i>Paddington's Passport/ Around the world in ... days</i>		<i>Heroes who help us - Florence Nightingale and Mary Seacole</i>	
	<i>Flat Stanley - Jeff Brown</i> <i>The day the crayons quit Drew Daywatt</i>	<i>Fluff the Farting Fish - Michael Rosen</i> <i>The Owl who was Afraid of the Dark - Jill Tomlinson</i>	<i>The naughtiest unicorn - Pip Bird</i>	<i>Wizard Vs Lizard - Simon Phillip</i>	<i>Amazing Grace Mary Hoffman</i> <i>Enchanted Wood - Enid Blyton</i>	

	<p>The proudest blue - Ibtihaj Muhammad</p> <p>No dragons for tea - Jean E Pendeival</p>			
Year 3	<p>Rock and Roll! Stone Age and Iron Age</p>	<p>Deadly Disasters</p>	<p>Navigating the Nile/ Ancient Egyptians</p>	
	<p>Stone Age Boy - Satoshi Kitamura</p> <p>Charlie and The chocolate factory - Roald Dahl</p>	<p>The secret explorers and the smoking volcano - SJ King</p>	<p>The Last Bear - Hannah Gold</p>	
Year 4	<p>Rotten Romans Glorious Glevum</p>	<p>Journey to the River Sea</p>	<p>Ancient Greeks Olympics</p>	
	<p>The Hodgeheg - Dick King Smith</p>	<p>The super miraculous journey of Freddie Yates - Jenny Pearson</p> <p>Flotsam David Wiesner (wordless picture book) - use in literacy</p>	<p>Kensuke's Kingdom - Michael Morpurgo</p>	
Year 5	<p>Invaders and Settlers - Saxons, Vikings</p>	<p>Deforestation Rainforest - North and South America</p>	<p>Chocolate! Ancient Aztecs and Maya</p>	
	<p>Wonder - R J Palacio</p> <p>Beowulf Michael Morpurgo and Michael Foreman Use in reading (used within Literacy/Reading lessons, as opposed to reading for pleasure book)</p>	<p>The Explorer - Katherine Rundell</p>	<p>There's a boy in the Girls Bathroom - Louis Sachar</p>	
Year 6	<p>We'll Meet Again World War 2</p>	<p>Ice Explorers Arctic and Antarctica</p>	<p>Let Me Entertain You! History of Entertainment</p>	
	<p>Letters to the Lighthouse - Emma Carroll</p>	<p>Brightstorm - Vashti Hardy</p>	<p>Nevermore - Linda Newberry</p>	

Progression of Knowledge, Skills and Understanding in the National Curriculum

Word Reading

<i>Birth -3 years</i>	<i>3-4 years</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Enjoy sharing books with an adult</i>	<i>Enjoy listening to longer stories and can remember much of what happens</i>	<i>Understand how to listen carefully and why listening is important</i>	<i>Apply phonic knowledge and skills as the route to decode words.</i>	<i>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</i>	<i>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, to including dis-, mis-, in-, il-, im-, ir-, -ly, with reference to English Appendix 1.</i>	<i>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, both to read aloud and to understand the meaning of new words he/she meets, with reference to English Appendix 1.</i>	<i>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.</i>	<i>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling. I can read aloud and understand the meaning of the words on the Year 5/6 list.</i>
<i>Pay attention and respond</i>	<i>Notice some print such as</i>	<i>Learn new vocabulary</i>	<i>Respond speedily with</i>	<i>Read accurately by</i>	<i>Read further exception</i>	<i>Read and decode further</i>		

to the pictures or the words	the first letter of their name, a bus or door number or a familiar logo		the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.	exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.		
Repeat words and phrases	Understand that; <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names of the different parts of the book - Page sequencing 	Engage in story time	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Read accurately words of two or more syllables that contain graphemes taught so far.				
Develop play around	Develop play around	Listen carefully to	Read common	Read words containing				

<p> favourite stories using props</p>	<p> favourite stories using props</p>	<p> rhymes and songs, paying attention to how they sound</p>	<p> exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p> common suffixes.</p>				
<p> Notice some print, such as the first letter of their name, a bus or door number or a familiar logo</p>	<p> Develop phonological awareness</p> <ul style="list-style-type: none"> - Spot rhymes in familiar stories and poems - Count or clap syllables in a word - Recognize words with the same initial sound 	<p> Learn rhymes, poems and songs</p>	<p> Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p>	<p> Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>				
	<p> Repeat new vocabulary in a context of a story</p>	<p> Develop phonological awareness</p> <ul style="list-style-type: none"> - Spot rhymes in familiar stories and poems 	<p> Read other words of more than one syllable that contain taught GPCs.</p>	<p> Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>				

		<ul style="list-style-type: none"> - Count or clap syllables in a word - Recognise words with the same initial sound 						
	Repeat words and phrases from familiar stories	Begin to read individual letters by saying the sounds	Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).	Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.				
		Begin to blend sounds into words, so that they can read short words made up of known letter - sound correspondences	Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use	Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.				

			<p>of other strategies to work out words.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p>					
		<p>Begin to read CVC words containing known letter sound correspondences</p>						
		<p>Develop phonological awareness to</p> <ul style="list-style-type: none"> - Recognise and use rhyme in daily conversation - Use sound buttons to segment and read new words - Can identify 						

		<i>words containing the same digraph or trigraph</i>						
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Comprehension

Birth -3 years	3-4 years	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to simple stories and understand what is happening, with the help of pictures	Understand 'why' questions like 'Why do you think the caterpillar got so fat?'	Listen to and talk about stories to build familiarity and understanding	Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.	Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
Have favourite books and seek them out to share with an	Ask questions about the book. Make comments	Retell the story, once they have developed a deep familiarity	Develop pleasure in reading, motivation to read, vocabulary and	Develop pleasure in reading, motivation to read, vocabulary and	Maintain positive attitudes to reading and understanding of what	Maintain positive attitudes to reading and understanding of what he/she reads	Maintain positive attitudes to reading and understanding of what he/she reads	Maintain positive attitudes to reading and understanding of

adult, another child or to look at alone	and shares own book	with the text; some as exact repetition and some in their own words	understanding by being encouraged to link what is read or heard read to his/her own experiences.	understanding by discussing the sequence of events in books and how items of information are related.	he/she reads by reading books that are structured in different ways.	by reading for a range of purposes.	by increasing his/her familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.
Ask questions about the book. Makes comments and shares their own ideas	Engage in extended conversation about stories, learning new vocabulary	Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.	Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.
		Respond to what they	Develop pleasure in reading,	Develop pleasure in reading,	Maintain positive attitudes to	Maintain positive attitudes to	Maintain positive attitudes to	Maintain positive attitudes to

		hear with relevant questions, comments and actions when being read to and during whole class discussions	motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.	motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.	reading and understanding of what he/she reads by identifying themes in books.	reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.	reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.	reading and understanding of what he/she reads by making comparisons within and across books.
		Make comments about what they have heard and ask questions to clarify their understanding	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.	Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.
		Ask questions about stories	Understand both the books he/she can already read accurately and fluently and those he/she listens	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that	Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different	Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and	Understand what he/she reads by summarising the main ideas drawn from more than one

			to by drawing on what is already known or on background information and vocabulary provided by the teacher.	his/her favourite words and phrases.	capture the reader's interest and imagination.	forms of poetry e.g. free verse, narrative poetry.	plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	paragraph, and identifying key details that support the main ideas.
		Has favourite books and seeks them out, to share with an adult, another child or to look at alone	Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.	Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.
		Can share a favourite book with a peer, retelling the story in	Understand both the books he/she can already read accurately and fluently and	Understand both the books that he/she can already read accurately and fluently	Understand what he/she reads by asking questions to improve	Understand what he/she reads by asking questions to improve	Understand what he/she reads by asking questions to improve	Discuss and evaluate how authors use language, including

		<p>their own way, repeating known phrases from the text</p>	<p>those he/she listens to by discussing the significance of the title and events.</p>	<p>and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher</p>	<p>his/her understanding of a text.</p>	<p>his/her understanding of texts of increasing complexity.</p>	<p>his/her understanding of complex texts.</p>	<p>figurative language, considering the impact on the reader.</p>
			<p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p>	<p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>
			<p>Understand both the books he/she can already read accurately and fluently and</p>	<p>Understand both the books that he/she can already read</p>	<p>Understand what he/she reads by predicting what might</p>	<p>Understand what he/she reads by predicting what might happen from details</p>	<p>Understand what he/she reads in increasingly complex texts by</p>	<p>Provide reasoned justifications for his/her views.</p>

			those he/she listens to by predicting what might happen on the basis of what has been read so far.	accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher	happen from details stated.	stated and implied.	predicting what might happen from details stated and implied.	
			Participate in discussion about what is read to him/her, taking turns and listening to what others say.	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.	Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.	Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	
			Explain clearly his/her understanding of what is read to him/her	Understand both the books that he/she can already read	Understand what he/she reads by identifying how language,	Understand what he/she reads by identifying how language, structure, and	Distinguish between statements of fact and opinion.	

				<p>accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done.</p>	<p>structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.</p>	<p>presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. Retrieve and record information from non-fiction over a wide range of subjects.</p>	<p>Retrieve, record and present information from non-fiction.</p>	
				<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions.</p>	<p>Retrieve and record information from non-fiction.</p>	<p>Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>		

				<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.</p>	<p>Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>			
				<p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p>				
				<p>Explain and discuss his/her understanding of books, poems and other material, both those that</p>				

				<i>he/she listens to and those that he/she reads for himself/herself</i>				
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Characteristics of Effective Reading Teaching

What would I see in a unit of Reading? What would I see in a Lesson?

<i>Recap at the beginning of the term to teach children how this unit links to their previous learning.</i>	<i>Lessons taught around VIPERS objectives - Vocab, Inference, Predict, Explain, Retrieve, Summarise</i>	<i>High Quality Texts with rich vocabulary</i>
<i>Same text for all children Scaffolded activities based around the same skill</i>	<i>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i>	<i>Development of knowledge, skills and understanding in line with the National Curriculum.</i>
<i>A range of texts including fiction, non-fiction and poetry</i>	<i>Opportunity to talk about the text and make comparisons</i>	<i>Progression in VIPERS skills as outlined in the Reading at Finlay document</i>