



Sherdley Primary School
 Year 1
 Curriculum Map for English - Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts used	Bog Baby- Jeanne Willis Tiger who came to tea- Judith Kerr Some dogs do – Jez Alborough The Bumblebear- Nadia Shireen	Lost and Found- Oliver Jeffers Bonfire Night poetry Alans big scary teeth – Jarvis Owl babies – Martin Waddell The lonely Christmas Tree- Chris Naylor- Ballesteros	Beegu – Alexis Deacon Roy and the singing zebra Tom and the Island of Dinosaurs- Ian Beck The Elephant and the Bad Baby- Elfrida Vipont	Dogger- Shirley Hughes Little Red Riding Hood 3 Little pigs Poetry I like	The Rabbit Problem – Emily Gravett Worm Slug Maggot and Leech- Polly O. Walker Here we are – Oliver Jeffers Stuck- Oliver Jeffers	The Naughty Bus – Jan Oke The Dinosaur Rap – John Foster Silly Billy Dinosaurs in my school Dinosaur Non- Fiction
Skills taught	Joining in discussions Making predictions Making inferences Sequencing Retrieval Vocabulary	Drawing on what they already know or on background information provided by the teacher Making predictions Making inferences Sequencing Retrieval Vocabulary	Explaining clearly their understanding of what is read to them Making predictions Making inferences Sequencing Retrieval Vocabulary	Linking what they read to their own experiences Making predictions Making inferences Sequencing Retrieval Vocabulary	Discussing the significance of events Making predictions Making inferences Sequencing Retrieval Vocabulary	Learning to appreciate rhymes and poems and to recite some by heart Making predictions Making inferences Sequencing Retrieval Vocabulary

*KS1 Guided Reading books are used in Guided Reading sessions in KS1. These books match a range of abilities to develop fluency and pace when reading. A range of comprehension skills are drawn on to answer questions verbally during these sessions and follow up written comprehensions are sometimes used.



Sherdley Primary School
 Year 2
 Curriculum Map for English - Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts used	<p>The Owl who was afraid of the dark- Jill Tomlinson</p> <p>The penguin who wanted to find out- Jill Tomlinson</p>	<p>Extracts from texts about The Great Fire of London</p>	<p>Extracts from texts about Florence Nightingale and Mary Seacole</p> <p>SATs Prep texts and Comprehensions</p>	<p>Bob-Man on the Moon- Simon Bartram</p> <p>SATs Prep texts and Comprehensions</p>	<p>Wild- Emily Hughes</p> <p>Little Evie in the Wild Woods- Jackie Morris</p> <p>SATs Prep texts and Comprehensions</p>	<p>Lylah and the secret of the rain – David Conway</p> <p>Non – fiction texts related to Kenya.</p> <p>The three little wolves and the big bad pig – Eugene Trivizas</p>
Skills taught	<p>Reading skills, vocabulary building, narratives and character descriptions. Fluency.</p>	<p>Reading skills, identifying features of non-fiction. Fluency and vocabulary building.</p>	<p>Reading skills, identifying features of non-fiction. Fluency and vocabulary building.</p>	<p>Reading skills, identifying features of non-fiction. Fluency and vocabulary building.</p>	<p>Reading skills, identifying features of non-fiction. Fluency and vocabulary building.</p>	<p>Reading skills, identifying features of non-fiction. Fluency and vocabulary building.</p>

*KS1 Guided Reading books are used in Guided Reading sessions in KS1. These books match a range of abilities to develop fluency and pace when reading. A range of comprehension skills are drawn on to answer questions verbally during these sessions and follow up written comprehensions are sometimes used.



Sherdley Primary School
 Year 3
 Curriculum Map for English - Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts used	<p>About Elephants (Literacy World Essential Non-Fiction)</p> <p>The Boy with the Bronze Axe - Kathleen idler</p> <p>Chocolate Cake - Michael Rosen</p> <p>The Stone Age The Stone Age: Hunters, Gathers and Woolly Mammoths - Marcia Williams</p>	<p>Bear Grylls Adventure The Volcano Challenge - Bear Grylls and Emma McCann</p> <p>The Magic Finger -Roald Dahl</p> <p>Esio Trot -Roald Dahl</p> <p>The Street Beaneath My Feet - Charlotte Guillain & Yuval Zommer</p>	<p>The Selfish Giant - Oscar Wilde</p> <p>Magic Tree House Books - Racing with Gladiators- Mary Pope Osborne</p> <p>Non Fiction: Roman Sports and Games Children in Roman Times (Literacy World Essential Non- Fiction)</p>	<p>The Flower -John Light</p> <p>A Child’s Garden -Michael Foreman</p> <p>Stranded (Literacy World Essential Fiction)</p>	<p>Please Mrs Butler - Allan Ahlberg</p> <p>The Fib and Other Stories - George Layton</p> <p>The Tin Forest - Helen Ward</p>	<p>The Ice Monster - David Walliams</p> <p>Baby Aliens Got My Teacher - Pamela Butchart & Thomas Flintham</p>
Skills taught	<p>Read and discussing a wide range of non-fiction, fiction and poetry</p> <p>Make links between the book they are reading and other books they have read</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p>	<p>Read and discussing a wide range of non-fiction, fiction and poetry</p> <p>Read age appropriate books with confidence and fluency (including whole novels)</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p>	<p>Read and discussing a wide range of non-fiction, fiction and poetry</p> <p>Make links between the book they are reading and other books they have read</p> <p>Read age appropriate books with confidence and fluency (including whole novels)</p> <p>Using dictionaries to check the meaning of words that they have read</p>	<p>Read and discussing a wide range of non-fiction, fiction and poetry</p> <p>Read age appropriate books with confidence and fluency (including whole novels)</p> <p>Increase their familiarity with a wide range of books, including fairy stories, and retell some of these orally</p> <p>Using dictionaries to check the meaning of words that they have read</p>	<p>Read and discussing a wide range of non-fiction, fiction and poetry</p> <p>Read age appropriate books with confidence and fluency (including whole novels)</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p> <p>Drawing inferences on the basis of what is said and done</p>	<p>Read and discussing a wide range of non-fiction, fiction and poetry</p> <p>Read age appropriate books with confidence and fluency (including whole novels)</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p> <p>Drawing inferences on the basis of what is said and done</p>

	<p>Drawing inferences on the basis of what is said and done</p> <p>Identifying main ideas drawn from one paragraph</p> <p>Retrieve and record information from non-fiction</p> <p>Preparing poems to read aloud and to perform.</p>	<p>Drawing inferences on the basis of what is said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Drawing inferences on the basis of what is said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Identifying main ideas drawn from one paragraph</p> <p>Retrieve and record information from non-fiction</p>	<p>Drawing inferences on the basis of what is said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Predicting what might happen on the basis of what has been read so far</p> <p>Preparing poems to read aloud and to perform.</p>	<p>Predicting what might happen on the basis of what has been read so far</p>
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Sherdley Primary School
Year 4
Curriculum Map for English - Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts used	<p>The Enormous Crocodile- Roald Dahl</p> <p>Fantastic Mr Fox- Roald Dahl</p> <p>George's Marvellous Medicine- Roald Dahl</p>	<p>The Hodgeheg- Dick King-Smith</p> <p>James and the Giant Peach- Roald Dahl</p>	<p>There's a Pharaoh in our bath- Jeremy Strong</p> <p>The lost thing- Shaun Tan</p>	<p>The barefoot book of Earth poems</p> <p>Charlie and the chocolate factory- Roald Dahl</p>	<p>Greek Myths – short stories</p> <p>Complete comprehension</p>	<p>Iron Man- Ted Hughes</p> <p>Complete comprehension</p>
Skills taught	<p>Discussing words and phrases that capture interest.</p> <p>Explain the meaning of words in context.</p> <p>Predicting what might happen from details stated.</p> <p>Participate in discussions about the text.</p> <p>Use dictionaries and thesaurus'.</p> <p>Record, retrieve information from non-fiction, reference or text books.</p> <p>Identify main ideas drawn from one or more paragraphs.</p>	<p>Discussing words and phrases that capture interest.</p> <p>Explain the meaning of words in context.</p> <p>Drawing inferences and justifying with evidence.</p> <p>Predicting what might happen from details stated.</p> <p>Use dictionaries and thesaurus'.</p> <p>Participate in discussions about the text.</p> <p>Preparing playscripts to read aloud and perform.</p> <p>Recognising some forms of playscripts.</p> <p>Show understanding through intonation, volume, tone and action.</p>	<p>Discussing words and phrases that capture interest.</p> <p>Explain the meaning of words in context.</p> <p>Drawing inferences and justifying with evidence.</p> <p>Predicting what might happen from details stated.</p> <p>Use dictionaries and thesaurus'.</p> <p>Participate in discussions about the text.</p> <p>Identify main ideas drawn from one or more paragraphs.</p>	<p>Discussing words and phrases that capture interest.</p> <p>Explain the meaning of words in context.</p> <p>Participate in discussions about the text.</p> <p>Identify main ideas drawn from one or more paragraphs.</p> <p>Use dictionaries and thesaurus'.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Increasing their familiarity with a wide range of books, including books from other cultures and traditions, and retelling some of these orally</p> <p>Discussing words and phrases that capture interest.</p> <p>Explain the meaning of words in context.</p> <p>Drawing inferences and justifying with evidence.</p> <p>Predicting what might happen from details stated.</p> <p>Use dictionaries and thesaurus'.</p> <p>Participate in discussions about the text.</p>	<p>Record, retrieve information from non-fiction, reference or text books.</p> <p>Explain the meaning of words in context.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Predicting what might happen from details stated.</p> <p>Participate in discussions about the text.</p> <p>Drawing inferences and justifying with evidence.</p>

					Identify main ideas drawn from one or more paragraphs.	
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Sherdley Primary School

Year 5

Curriculum Map for English – Reading

*These texts are used alongside ReadingPlus and a variety of comprehension texts during reading lessons.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts used	The Nowhere Emporium – Ross Mackenzie Issacc Newton extract North America – fact file	Cosmic- Frank Cottrell Boyce	The Highway man – Alfred Noyes Non Fiction extract The beetles collector’s handbook- M.G. Leonard	Viking boy- Tony Bradman Play script	Journey to Jo’burg- Beverly Naidoo Andy Warhol extract	David Attenborough extract Jane Goodall extract
ARE’s taught	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Asking questions to improve their understanding Predicting what might happen from details stated and implied Provide reasoned justifications for their views.	Asking questions to improve their understanding Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Provide reasoned justifications for their views. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Identifying how language, structure and presentation contribute to meaning Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Provide reasoned justifications for their views. Distinguish between statements of fact and opinion	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Provide reasoned justifications for their views. Summarising the main ideas drawn from more	Asking questions to improve their understanding Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Provide reasoned justifications for their views. Summarising the main ideas drawn from more	Learning a wider range of poetry by heart Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction

			Retrieve, record and present information from non-fiction	than one paragraph, identifying key details that support the main ide	than one paragraph, identifying key details that support the main ideas	
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Ongoing:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and for a range of purposes
- Identifying and discussing themes and conventions across a wide range of writing
- Increasing their 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
- Recommending books that they have read to their peers, giving reasons for their choices
- Making comparisons within and across books



Sherdley Primary School

Year 6

Curriculum Map for English – Reading

*These texts are used alongside ReadingPlus and a variety of comprehension texts during reading lessons.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts used	War Horse- Michael Morpurgo SATs Prep texts and Comprehensions	Nightmare Hour- Short stories Macbeth SATs Prep texts and Comprehensions	Blitzed- Robert Swindells SATs Prep texts and Comprehensions	Lost words- Robert Macfarlane SATs Prep texts and Comprehensions	The explorer- Katherine Rundell SATs Prep texts and Comprehensions	The Great Kapok Tree- Lynne Cherry SATs Prep texts and Comprehensions
AREs taught	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p> <p>Use quotations for illustration of ideas</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Predicting what might happen from details stated and implied</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Use quotations for illustration of ideas</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p> <p>Use quotations for illustration of ideas</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p> <p>Use quotations for illustration of ideas</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Distinguish between statements of fact and opinion</p>	<p>Making comparisons within and across books</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p> <p>Use quotations for illustration of ideas</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Distinguish between statements of fact and opinion</p>

	Distinguish between statements of fact and opinion			Retrieve, record and present information from non-fiction		Retrieve, record and present information from non-fiction
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Ongoing:
 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words
 Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks which are structured in different ways for a range of purposes
 Identifying and discussing themes and conventions across a wide range of writing
 Continue to increase familiarity with a wide range of texts, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 Recommending books that they have read to their peers, giving reasons for their choices
 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 Asking questions to improve their understanding
 Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously