

Reading at All Saints' C of E Primary School

EYFS		
Autumn	Spring	Summer
Through topics, there will be a range of opportunities to develop a love of books, handle them effectively and develop an understanding of how to follow text. (Marvellous me, It's a celebration) Children will be given opportunities to read their own name and other familiar words in the environment. Opportunities to independently look at story books, engage in small world play and be able to retell familiar stories through role-play will be provided. (All topics) Phonics teaching will begin using the Phonics Shed scheme. Teaching will begin at Chapter 1, element 8 through to chapter 2. Children will be able to apply their phonic skills when reading a book matched to their ability from the reading scheme. They will have opportunities to read in groups and at home. All EYFS children will engage in reading groups focusing on decoding and moving to fluency.	Phonics teaching continues using Phonics Shed. Children will continue chapter 2. Children will segment and blend new sounds learnt every week and learn to decode and recognise high frequency words in line with the Phonics shed scheme. Through topics, there will be a range of stories used to inspire learning. We will listen and join in with these stories and explore poems. (Tell me a story, What a wonderful world) We will answer questions about what we have heard or read and suggest how a story may end (Tell me a story, What a Wonderful World) Exploring rhythm in spoken words and continue a rhyming string (Tell me a story) Describe main story settings, characters and events. (Tell me a story, What a wonderful world) Children will have opportunities to read captions and labels All EYFS children will engage in reading groups focusing on decoding and moving to fluency.	Phonics teaching continues using Phonics Shed. Children will consolidate chapter 2 and begin chapter 3. We will continue to practise our decoding skills and recognising high frequency words in line with the Phonics shed scheme. Children will segment and blend new sounds learnt every week. Through topics, there will be a range of stories used to inspire learning. (Wings, stings and wriggly things and Community champions) Children will engage in a range of non-fiction texts linked to our topics (Wings, stings and wriggly things and Community champions) They will begin to understand that information can be retrieved from these books. All EYFS children will engage in reading groups focusing on decoding and moving to fluency.

Year 1/2			
Year	Autumn	Spring	Summer
Year A	Phonics teaching will continue, using Phonics Shed. Year 1 Children will consolidate chapter 3 and begin chapter 4. Year 2 children will continue chapter 4 and then move onto spelling shed. We will be reading stories from around the world and learning about different cultures. (Explorers) Use information texts and explore facts. (Toy makers) All Year 1 children will engage in reading groups focusing on decoding and moving to fluency. Children take part in whole class reading sessions using 'book club'. Where we focus on comprehension.	Phonics teaching will continue, using Phonics Shed. Year 1 Children will continue chapter 4. Year 2 children will begin spelling shed stage 2. We will explore Information texts (Dungeons & Dragons and Towers, turrets, tiaras) We will read traditional fairy tales to find the key features. (Towers, turrets, tiaras) All Year 1 children will engage in reading groups focusing on decoding and moving to fluency. Children take part in whole class reading sessions using 'book club'. Where we focus on comprehension.	Phonics teaching will continue, using Phonics Shed. Year 1 Children will continue chapter 4. Year 2 children will continue spelling shed stage 2. Read and investigate non-fiction Information texts and diaries. (Oh I do like to be beside the seaside) Read and perform poetry (Oh I do like to be beside the seaside) Read and explore the traditional tale Jack and the beanstalk (Ready steady grow) All Year 1 children will engage in reading groups focusing on decoding and moving to fluency. Children take part in whole class reading sessions using 'book club'. Where we focus on comprehension.
Year B	Phonics teaching will continue, using Phonics Shed. Year 1 Children will consolidate chapter 3 and begin chapter 4. Year 2 children will continue chapter 4 and then move onto spelling shed. We will read Mr Men stories, describing characters. (Mr Men Come to Maldon) We will explore biographies (Mr Men Come to Maldon) We will learn about poetry (Mr Men Come to Maldon) Read and explore scripts	Phonics teaching will continue, using Phonics Shed. Year 1 Children will continue chapter 4. Year 2 children will begin spelling shed stage 2. Read a variety of pirate stories to inspire the children to write their own pirate stories. (Shiver me timbers) Read information texts relating to pirates and inspirational people (Shiver me timbers and Dream big) All Year 1 children will engage in reading groups focusing on decoding and moving to	Phonics teaching will continue, using Phonics Shed. Year 1 Children will continue chapter 4. Year 2 children will continue spelling shed stage 2. Read a range of non-fiction texts about dinosaurs and learn how to retrieve information needed. (Prehistoric predators) Read a range of non-fiction texts about The Great Fire of London. (Fire, Fire) We will explore poetry to create our own poems. (Fire,

	(lights, camera action) All Year 1 children will engage in reading groups focusing on decoding and moving to fluency. Children take part in whole class reading sessions using 'book club'. Where we focus on comprehension.	fluency. Children take part in whole class reading sessions using 'book club'. Where we focus on comprehension.	Fire) All Year 1 children will engage in reading groups focusing on decoding and moving to fluency. Children take part in whole class reading sessions using 'book club'. Where we focus on comprehension.
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Year 3/4			
Year	Autumn	Spring	Summer
Year A	Reading comprehension skills are taught weekly in English skills lessons using a range of resources including text, pictures and film. Reading information about transport through time from books and websites. Reading facts about the sinking of the Titanic for an informed debate and trial. (Top Gear) Reading and writing Poetry. Reading information about the race to the South Pole from books and websites. Reading about conditions and animals in the Antarctic from books and websites. Reading blogs by real life adventurers (Antarctic Adventure) Whole class reading lessons take place weekly using Viper's Teaching resources.	Reading comprehension skills are taught weekly in English skills lessons using a range of resources including text, pictures and film. Reading facts about Ancient Egyptians from books and websites. Reading fictitious and real newspaper articles. Reading and performing poems (Haiku/Cinquain/Rhyming couplets/ Shape Poetry). Reading character descriptions of well known book characters and descriptions of settings from well known books. Reading good examples of speeches and facts about Egyptian Gods. (Tomb raiders) Whole class reading lessons take place weekly using Viper's Teaching resources.	Reading comprehension skills are taught weekly in English skills lessons using a range of resources including text, pictures and film. Reading examples of non-chronological reports and facts about famous buildings from books and websites. (Megastructures) We will read Poetry and follow a range of instructions. We will read information about environmental concerns from books and websites. (Dear Earth). Whole class reading lessons take place weekly using Viper's Teaching resources.
Year B	Reading comprehension skills are taught weekly in English skills lessons using a range of resources including text, pictures and film.	Reading comprehension skills are taught weekly in English skills lessons using a range of resources including text, pictures and film.	Reading comprehension skills are taught weekly in English skills lessons using a range of resources including text, pictures and film.

	Read and perform the Jabberwocky poem. Read excerpts from stories set in imaginary worlds including examples of setting descriptions and story introductions (Imaginary Worlds) Reading examples of non-chronological reports. Reading facts about the Stone Age, Bronze Age and Iron Age from books and websites. Whole class reading of Stone Age Boy. Reading good examples of setting descriptions. Reading and following instructions. (Stone Age Survival). Whole class reading lessons take place weekly using Viper's Teaching resources.	We will be reading good examples of formal and informal letters. Reading facts about Romans and Celts and Saxons and Vikings from books and websites. Reading good examples of newspaper reports and chronological reports. Reading and performing the Beowulf poem. (Celts & Romans and Saxons & Vikings) Whole class reading lessons take place weekly using Viper's Teaching resources.	We will be reading information about animal habitats. Reading information about life under the sea in each of the zones from books and websites. Reading good examples of information texts. Reading about pollution and things that are affecting our environment. Using the book Flotsam, reading fictitious diary entries. Reading myths and legends. (Under the Sea) Read examples of persuasive writing and advertisements. Read examples of scripts. Read examples of explanation texts. (Eureka) Whole class reading lessons take place weekly using Viper's Teaching resources.
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Year 5/6			
Year	Autumn	Spring	Summer
Year A	Reading comprehension skills are taught weekly in whole-class reading sessions using a range of resources including text, pictures and film. Read information from non-fiction texts about the Tudor Dynasty and their importance in the timeline of English monarchs as well as researching crime and punishment during their reigns. (Terrible Tudors). Read and act out some of William Shakespeare's play scripts, focusing on the language and how to show	Reading comprehension skills are taught weekly in whole-class reading sessions using a range of resources including text, pictures and film. Read and explore information texts and non chronological reports on animals found in the rainforest (Remarkable rainforests) Read and explore 'The jungle book' focusing on description. (Remarkable rainforests) Read A Christmas Carol. (The Empire) Read information from	Reading comprehension skills are taught weekly in whole-class reading sessions using a range of resources including text, pictures and film. Read and explore a range of biographies and theories on how dinosaurs became extinct. (Back to the future) Read 'Holes' by Louis Sachar exploring the language to inspire writing and aid comprehension. (Holes) Practise SATs papers in preparation for statutory assessments.

	feelings and emotions when delivering the lines. (Terrible Tudors). Whole class reading lessons take place weekly using Fred's Teaching resources.	non-fiction texts about life for adults and children during The Victorian period. (The Empire) Practise SATs papers in preparation for statutory assessments. Whole class reading lessons take place weekly using Fred's Teaching resources.	Whole class reading lessons take place weekly using Fred's Teaching resources.
Year B	Reading comprehension skills are taught weekly in whole-class reading sessions using a range of resources including text, pictures and film. Read examples of Newspaper reports and identify the features and the importance of a neutral or bias perspective so that the pupils can then write their reports on Greek legends. (Faster, Higher, Stronger) Read, discuss, investigate and perform Greek Myths and Legends and their importance to the Greek culture and civilisation. (Faster, Higher, Stronger) Read and explore the book 'Where the world turns wild' to explore different themes and genres. (Where the world turns wild) Whole class reading lessons take place weekly using Fred's Teaching resources.	Reading comprehension skills are taught weekly in whole-class reading sessions using a range of resources including text, pictures and film. Read and study extracts from, 'Harry Potter and The Philosopher's Stone' by JK Rowling to help inspire the children when they write their own character descriptions and writing their own narrative stories. (The magic of Harry Potter) Read and study examples of instructions to help the children understand the importance of specific language when writing their own potion making instructions. (The magic of Harry Potter) Read examples of Newspaper reports and identify the features and the importance of a neutral or bias perspective so that the pupils can then write their own Quidditch match reports. (The magic of Harry Potter) Read information from non-fiction texts about the Solar System; the Space Race and Astronaut Training to help	Reading comprehension skills are taught weekly in whole-class reading sessions using a range of resources including text, pictures and film. Read and study the fictional texts, 'The Lion and The Unicorn' and 'Goodnight Mr Tom' to help with character descriptions and writing narratives set in historical settings. (We'll Meet Again) Read information from non-fiction texts about Britain during World War II and how this period of history fits into the British historical timeline. (We'll Meet Again) Read newspaper reports, non-chronological reports and explanation texts regarding natural disasters and how they occur e.g. How is a Tsunami created? Allowing the children to write their own non-fiction and fiction texts based on natural disasters. (Movers & Shakers) Practise SATs papers in preparation for statutory assessments.

		the children write their own non-chronological reports and persuasive letters or applications to Space Academy. (Sun, Moon & Stars) Practise SATs papers in preparation for statutory assessments. Whole class reading lessons take place twice a week using Fred's Teaching resources.	Whole class reading lessons take place twice a week using Fred's Teaching resources.
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