
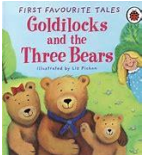
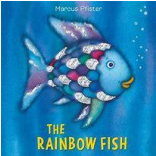
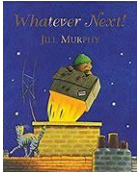
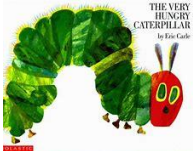
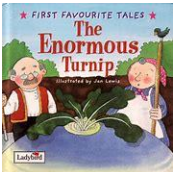


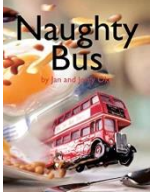
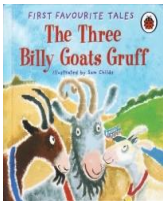
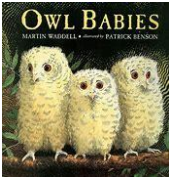
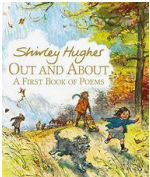
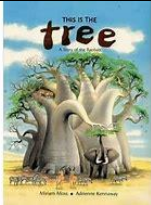
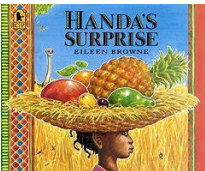

Our reading curriculum and progression of skills

At Woodford Valley, it is our intention to promote a love of literature through widespread reading of books which capture the imagination and interest of children and unlock the door to a world of information. Pupils have extensive experience of listening to, sharing and discussing a wide range of high-quality books and poetry with the teacher, other adults and each other to engender a love of reading as well as reading independently. We aim to develop confident, independent readers and promote a love of a range of texts. We believe good, fluent reading skills hold the key to all other subject areas. Our intention is for children to master the spoken word and written language which is crucial in allowing children to express themselves, communicate with others and develop imaginative and creative skills to cope with the challenges of our multicultural society. Through reading in particular, it is our intention that pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We want to foster and promote a love of reading and for children to enjoy reading for pleasure; we promote this wherever we can by inviting authors in, celebrating books in our annual 'Book Week,' National Poetry Day, taking part in the 'Pjamarama' event, learning and performing poems and celebrating World Book Day.

Reception: Lake Class

Term:	Autumn	Spring	Summer
Main Focus Texts	  <p>The Three Little Pigs Goldilocks and the three Bears</p>	  <p>The Rainbow Fish Whatever Next!</p>	  <p>The Hungry Caterpillar The Enormous Turnip</p>
Hook into text	<ul style="list-style-type: none"> • Retelling story through acting • Looking at materials • Looking at size • Looking at numbers 	<ul style="list-style-type: none"> • Explore a real fish or sea creature • Acting out the story. • Talk about light and dark and shadow 	<ul style="list-style-type: none"> • Looking at seeds and planting in the garden. • Bring in a Turnip and other vegetables to chop up and taste. • Butterfly eggs. • Observe changes.
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> • The Billy goats Gruff • Goldilocks and just one bear • The Gingerbread Man • The Princess and the Wizard • Pumpkin Soup • The Christmas Story • Drawing club texts/film clips/cartoons 	<ul style="list-style-type: none"> • Rosie's Walk • Tyrannasaurus Drip • The Darkest Dark • Bears in the Night • Drawing club texts/film clips/cartoons 	<ul style="list-style-type: none"> • The Tiny Seed • Jasper's Beanstalk • How Plants Grow • Drawing club texts
Reading: skills and strategies	<p>- Hear and say the initial sound in words - Link sounds to letters naming and sounding the letters of the alphabet. - To begin to blend taught sounds and read simple words - To begin to read tricky words like; the, and, to, the, I, no, go. - Begin to spell and read simple captions and labels. - Learn about story language 'Once Upon a Time', then, next, one day. - Identify the main parts of the story and the main characters in a story. - Retell a familiar story in sequence, with a beginning, middle and end. - Make predictions about events in fiction and non-fiction texts - knows that information can be retrieved from books and computers. - To use phonic knowledge to decode regular words and read them aloud accurately. Use vocabulary that is influenced by our experiences and stories - To develop our sight vocabulary of 'high frequency words'.</p>		

Year 1: Lower Woodford Class

Term:	Autumn	Spring	Summer
Main Focus Texts	 <p>The Naughty Bus by Jan Oke</p>  <p>The Three Billy Goats Gruff (Ladybird first favourite tales)</p>	 <p>Owl Babies by Martin Waddell</p>  <p>Out and about, a firstbook of poems by S Hughes</p>	 <p>This is the tree: by Miriam Moss Gravett</p>  <p>Handa's Surprise by Eileen Browne</p>  <p>Meerkat Mail Emily Gravett</p>
Hook into text	<ul style="list-style-type: none"> Naughty bus mischief in classroom (tracks in paint across the tables) Naughty bus toys/puppets to play with and create own adventures after reading, Naughty bus song. Drama to act out as part of lesson sequence, tuff tray with resources to innovate story 	<ul style="list-style-type: none"> Puppets to play with, drama, links to art Visit to Hawk Conservancy T4 Letters from Winter to class Welly walk to look for signs of Spring Videos of signs of Spring Food Technology lessons to link to instructions 	<ul style="list-style-type: none"> BBC class clips – flowering Baobab tree Fruit tasting, drama, dressing up (WSLRs Handa's Surprise role play resources) African music. Meerkat soft toy, letters from Sunny's family to class Meerkat video clips
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> Space Tortoise by Ross Montgomery – use mainly as hook into Science/DT project – designing and building a new form of transport. Fiction and non-fiction transport story book collection from WSLRs. 	<ul style="list-style-type: none"> Non-fiction animal book collection from WSLRs The Giraffe, the Pelly and Me by Roald Dahl 	<ul style="list-style-type: none"> The World came to my place today by Jo Readman. Lila and the Secret of Rain by David Conway African story collection from WSLRs. African non-fiction collection from WSLRs. Plants non-fiction collection from WSLRs
Reading: skills and strategies	<p>Word reading</p> <ul style="list-style-type: none"> •apply phonic knowledge and skills as the route to decode words •respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes •read accurately by blending sounds in unfamiliar words containing GPCs that have been taught •read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 	<p>Reading comprehension</p> <ul style="list-style-type: none"> •listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •make links between what they read or hear read to their own experiences •retell key stories, fairy stories and traditional tales and consider their particular characteristics •recognise and join in with predictable phrases •appreciate rhymes and poems, and to recite some by heart •discuss word meanings, linking new meanings to those already known •understand both the books they can already read accurately and fluently and those they listen to by: drawing 	<p>Vipers question stems</p> <p>Vocab</p> <p>What does the word mean in this sentence?</p> <ul style="list-style-type: none"> • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • • Why do you think they repeat this word in the story? <p>Inference</p> <p>What do you think.... means?</p> <ul style="list-style-type: none"> • Why do you think that? • How do you think. ...? • When do you think. ...? • Where do you think.? • How does make you feel?

- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

- on what they already know or on background information and vocabulary provided by the teacher
- check that the text makes sense to them as they read and correct inaccurate reading
 - discuss the significance of the title and events
 - make inferences on the basis of what is being said and done
 - predict what might happen on the basis of what has been read so far
 - participate in discussion about what is read to them, taking turns and listening to what others say
 - explain clearly their understanding of what is read to them.

- Why did happen?

Prediction

Looking at the cover and the title, what do you think this book is about?

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?
- Can you draw what might happen next?

Explain

- Is there anything you would change about this story?
- What do you like about this text?
- Who is your favourite character? Why?

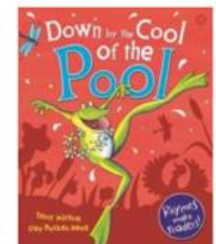
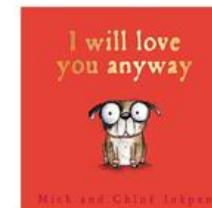
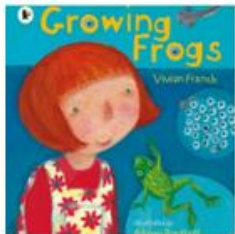
Retrieval

- Who is your favourite character?
- Why do you think all the main characters are ... in this book?
- Would you like to live in this setting? Why/why not?
- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/ funniest/scariest part of the story?
- Is this a fiction or a non-fiction book? How do you know?

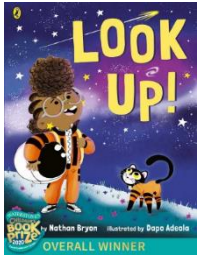
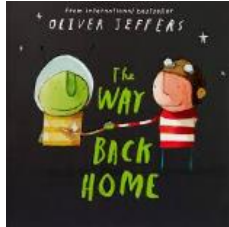
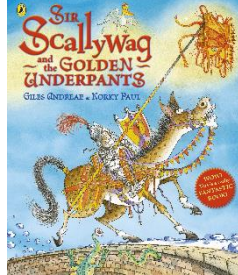
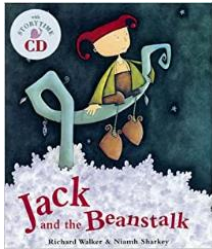
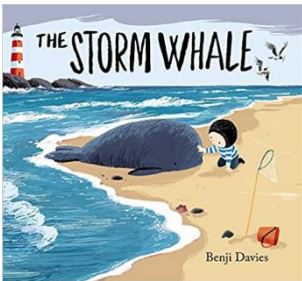
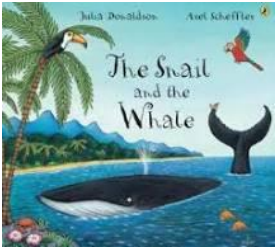
Sequence

- What happens in the beginning of the story?
- Can you number these events in the story?
- How/where does the story start?
- What happened at the end of the....?
- Can you retell the story to me in 20 words or less?
- What happened before that?
- Can you sequence the key moments in this story?

**Year 1:
Reading
spine**



Year 2: Netton Class

Term:	Autumn	Spring	Summer
Main Focus Texts	  <p>Look Up! Nathan Byron and Dapo Adeola</p> <p>The Way Back Home Oliver Jeffers</p>	  <p>Sir Scallywag and the Golden Underpants David McKee</p> <p>Jack and the Beanstalk Richard Walker</p>	  <p>The Storm Whale Benji Davies</p> <p>The Snail and the Whale Julia Donaldson and Axel Scheffler</p>
Hook into text	<ul style="list-style-type: none"> • Mission to Mars letter – astronaut training • Visit to Winchester Science Park • Tinkering Station • Rocket ship role play • Curiosity cube 	<ul style="list-style-type: none"> • Grow own beanstalks to the castle • Making castles and trebuchets • Trip to Corfe Castle – see trebuchet in action • Castle role play area in class • Curiosity cube 	<ul style="list-style-type: none"> • Beach Café Role Play/fishing boat • Whale soundscapes and other ‘clues’ curiosity cube • Message in a bottle – Save the Whales • Inflatable Whale • Sensory table • Trip to Portsmouth dock
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> • The Astronaut’s handbook, Megan McCarthy • One Giant Leap, the story of Neil Armstrong, Dan Brown • On the Moon – Anna Milbourne and Benji Davies • Curiosity, The Story of a Mars Rover, Markus Motum • Moon landing clips • Selection of non-fiction topic books <p>Guided reading: Ruby’s Worry – Tom Percival Mog’s Christmas - Judith Kerr</p>	<ul style="list-style-type: none"> • Jim and the beanstalk – Raymond Briggs • Fearsome Fairytales – Connie Huq • See Inside Castles – Katie Daynes • Selection of non-fiction topic books <p>Guided reading: The Tunnel, Anthony Brown The day the Crayons Quit Oliver Jeffers</p>	<ul style="list-style-type: none"> • Grace Darling Film from BBC Teach • Gracie the Lighthouse Cat - Ruth Brown • What a waste – Jess French • Selection of non-fiction topic resource books <p>Guided reading: Lost and Found, Oliver Jeffers Grandad’s Island by Benji Davis</p>
Reading: skills and strategies	<p>Word reading</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes 	<p>Reading comprehension</p> <ul style="list-style-type: none"> • listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discuss the sequence of events in books and how items of information are related • retell a wider range of stories, fairy stories and traditional tales • know how non-fiction books are structured in different ways • recognise simple recurring literary language in stories and poetry 	<p>Vipers question stems</p> <p>Vocab</p> <ul style="list-style-type: none"> • Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...? <p>Inference</p>

- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

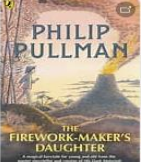

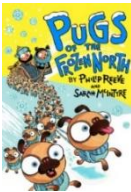

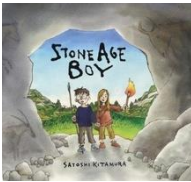

- discuss and clarify the meanings of words, linking new meanings to known vocabulary
- discuss their favourite words and phrases
- to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher
- check that the text makes sense to them as they read and correct inaccurate reading
- make inferences on the basis of what is being said and done
- answer and ask questions
- predict what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

- Why do you think...?
- How do you think....?
 - When do you think...?
 - Where do you think...?
 - How has the author made us think that...?
- Prediction**
- Where do you think.... will go next?
 - What do you think... will say/do next?
 - What do you think this book will be about? Why?
 - How do you think that this will end? What makes you say that?
 - Who do you think has done it?
 - What might.... say about that?
 - How does the choice of character affect what will happen next?
- Explain**
- What is similar/different about two characters?
 - Explain why... did that.
 - Is this as good as...?
 - Which is better and why?
 - Does the picture help us? How?
 - What would you do if you were...?
 - Would you like to live in this setting? Why?
 - Do you agree with the author's...? Why?
- Retrieval**
- Who is/are the main character(s)?
 - When/where is this story set? How do you know?
 - Which is your favourite/worst/funniest/ scariest part of the story? Why?
 - Tell me three facts you have learned from the text.
 - Find the part where...
 - What happened to ... in the end of the story?
- Sequence**
- What happens in the story's opening?
 - How/where does the story start?
 - What happened at the end of the...? •
 - What is the dilemma in this story?
 - How is it resolved?
 - Can you retell the story to me in 20 words or less?

**Year 2:
Reading spine**



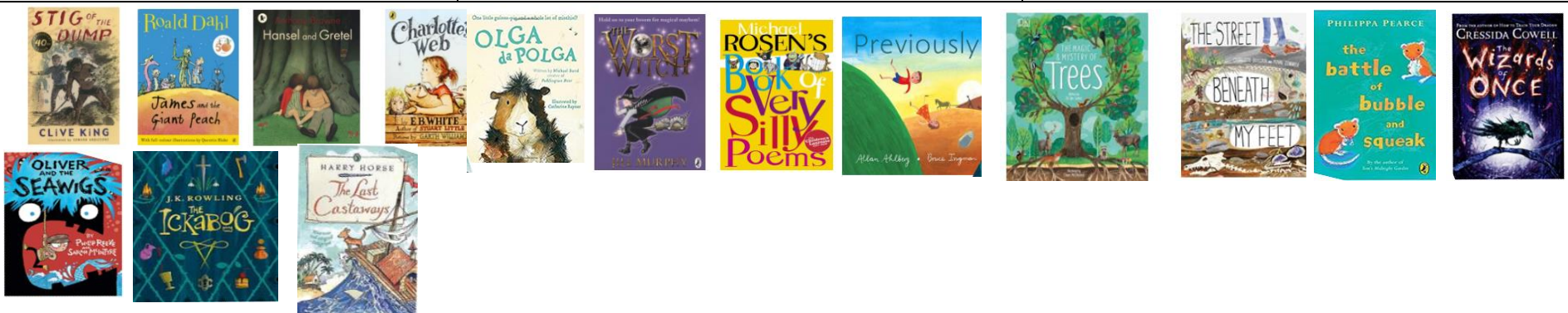
Year 3: Wilsford Class

Term:	Autumn	Spring	Summer
Main focus text	  <p>The Firework-Maker's Daughter. Philip Pullman</p> <p>A Christmas Carol Charles Dickens</p>	  <p>Pugs of the Frozen North P Reeve</p> <p>Shackleton's Journey William Grill (non-fiction)</p>	  <p>Stone Age Boy by Satoshi-Kitamura</p> <p>The Iron Man Ted Hughes</p>
Hook into text	<ul style="list-style-type: none"> P4C – children in Victorian England based on children's learning. Should children work as chimney sweeps? Class trip to Beaulieu to experience a Victorian Christmas. 	<ul style="list-style-type: none"> 50 different types of snow. Before the children have read the book, they think about one of its themes and imagine as many types of snow as they can. ICE – children hold ice cubes to experience cold. This is used to create a COLD WORD BANK. 	<ul style="list-style-type: none"> Den building. DT afternoon making an IRON MAN from recycled materials. (Link to SCIENCE – humans and skeletons – anatomy.)
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> Edward Lear poetry The land of Never believe by Norman Messenger The Jabberwocky by Lewis Carroll The Night Before Christmas by Clement Clark Moore <p>Guided reading: see Class texts</p>	<ul style="list-style-type: none"> The Dreadful Menace (Literacy Shed video clip) The Bone Yard Rap by Wes Magee (Performance poetry) Frozen Planet by Alastair Fothergill and Vanessa Berlowitz <p>Guided reading in addition to class text: Weather (non-fiction) Fantastic Mr Fox by Roald Dahl</p>	<ul style="list-style-type: none"> Stig of the Dump by Clive King Lost and Found by Oliver Jeffers I was born in the Stone Age by Michael Rosen Performance poetry <p>Guided reading in addition to class text: Stig of the Dump</p>
Reading: skills and strategies	<p>Word reading</p> <ul style="list-style-type: none"> Read an age-appropriate book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. Decode most new words outside the spoken vocabulary; read longer words with support and test out different pronunciations. apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> Reading comprehension Draw on contextual evidence to make sense of what is read Ask questions to enhance understanding of the text. Explain and discuss their understanding of what they have read, drawing inferences about the characters' feelings, thoughts and motives from their actions. Make basic comparisons within and across different texts and justify their views about a book written at an age-appropriate level. Retrieve and record information from non-fiction. develop a positive attitude to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes use dictionaries to check the meaning of words that they have read increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books 	<p>Vipers sentence stems</p> <p>Vocab</p> <ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used? How has the author made you feel by writing...? Which word tells you that...? Find and highlight the word that is closest in meaning to...? <p>Inference</p> <ul style="list-style-type: none"> What do you think.... means? Why do you think that? Why do you think...? How do you think...? Can you explain why...? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show...? How does the description of ... show that they are...?

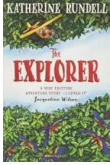

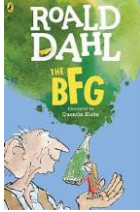
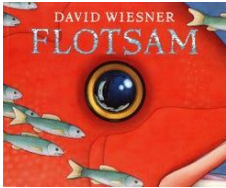
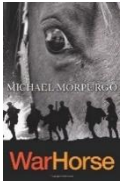
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader’s interest and imagination
- recognise some different forms of poetry (for example, free verse, narrative poetry)
- understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarise these
- identify how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- Who is telling the story?
 - Why has the character done this at this time?
- Prediction**
- Can you think of another story with a similar theme?
 - Which stories have openings like this?
 - Do you think that this story will develop the same way?
 - Why did the author choose this setting? Will that influence the story?
 - What happened before this and what do you think will happen after?
 - Do you think the setting will have an impact on plot moving forward
- Explain**
- What is similar/different about two characters?
 - Explain why... did that.
 - Describe different characters’ reactions to the same event.
 - Which is better and why?
 - Why do you think they chose to order the text in this way?
 - What is the author’s viewpoint? How do you know?
 - How are these two sections in the text linked?
- Retrieval**
- When / where is this story set? How do you know?
 - Which part of the story best describes the setting?
 - What do you think is happening here?
 - How might I find the information quickly?
 - How would you describe the story?
 - Whose perspective is the story told from?

**Year 3:
Reading spine**



Year 4: Durnford class

Term:	Autumn	Spring	Summer
Main focus text/s	  <p>The Explorer Katharine Rundell</p> <p>The Wonder Garden Kristjana S Williams</p>	  <p>The BFG by Roald Dahl</p> <p>Flotsam by David Wiesner</p>	 <p>War Horse by Michael Morpurgo</p>
Hook into the text:	<ul style="list-style-type: none"> • Build and light a camp fire with YR 6 Forest school teacher. • Listen to sounds of rainforest audio clips • Watch Video clips about rainforest. • Trip to Living Rainforest in Newbury to learn about animal adaption. • Paintings by Henri Rousseau • BBC Nature programme clips 	<ul style="list-style-type: none"> • Bring in old suitcase and cape and discuss who it may belong to. • Watch the film trailer of the film: 'The BFG' • Watch an interview with Roald Dahl about the book. • Watch various video clips of sea turtles in their natural environment. • Photographs and Video clips of effects of ocean pollution 	<ul style="list-style-type: none"> • Horrible Histories WW1 video clips • Trailer from War Horse film to show them. • Photographs of horses in WW1 • Making trenches out of shoebox • Hook Court for WW1 themed residential and trench experience.
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> • Jungle paintings by Henri Rousseau • Range of non- fiction books • Rainforest Secrets (Non-fiction text) <p><u>Guided reading in addition to class text:</u> Rainforest Secrets (Non-fiction text) The Tyger by William Blake (poem)</p>	<ul style="list-style-type: none"> • National Geographic- Sea Turtles and Sea Turtle Rescue • One Tiny Turtle by Nicola Davies • Plastic Sucks by Dougie poynter (Non-fiction) • What a Waste Jess French/Dorling Kindersley • Range of non-fiction texts -pollution of the ocean <p><u>Guided reading in addition to class text:</u> Flotsome by David Weisner Eco-Global Warming (Literacy Shed) The Ocean Depths (Literacy Shed)</p>	<ul style="list-style-type: none"> • Look at real WW1 artefacts bough in by Mrs Sims. • Real letters written from Soldiers back home • The Frightful First World War Terry Deary • Horrible Histories video clips • The German Truce (Literacy Shed clip) • Range of non-fiction books about WW1 <p><u>Guided reading in addition to class text:</u> WW1 poetry collection IF by Rudyard Kipling poem IN Flander's Fields Poem</p>
Reading: skills and strategies	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. • Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity. • Attempt to match what they decode to words they may have already heard but may not have seen in print • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> • Summarise and present a familiar story in their own words. • Explain and justifies personal opinion • Comment on how language, including figurative language, is used to contribute to meaning. • Identify main ideas drawn from more than one paragraph and summarise them. • Retrieve and record information from non-fiction. • Use dictionaries to check the meaning of words that have been read. • develop a positive attitude to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes • using dictionaries to check the meaning of words that they have read 	<p><u>Vipers question stems</u></p> <p><u>Vocab</u></p> <ul style="list-style-type: none"> • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...? <p><u>Inference</u></p> <ul style="list-style-type: none"> • What do you think.... means? Why do you think that? • Why do you think....? • How do you think....? • What do these words mean and why do you think that the author chose them?

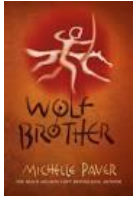
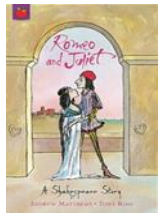

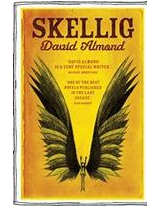
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- identify themes and conventions in a wide range of books
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader’s interest and imagination
- recognise some different forms of poetry (for example, free verse, narrative poetry)
- understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarise these
- identify how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- How does the description of ... show that they are...?
 - Who is telling the story?
 - Why has the character done this at this time?
- Prediction**
- What do you think.... means?
 - Why do you think that? Could it be anything else?
 - How do you think....?
 - Can you explain why based on two different pieces of evidence?
 - Find and copy a group of words which show that...
 - What impression of ...do you get from this paragraph?
- Explain**
- What is similar/different about two characters? Did the author intend that?
 - Explain why... did that.
 - Describe different characters’ reactions to the same event.
 - Is this as good as...?
 - What can you tell me about how this text is organised?
 - What is the purpose of this text and who is the audience?
 - How does the author engage the reader here?
- Retrieval**
- Find the... in this text. Is it anywhere else?
 - Find the part of the story that best describes the setting.
 - What do you think is happening here? Why?
 - What might this mean?
 - Whose perspective is the story told by and how do you know?
 - How can you use the subheading to help you here
- Summarise**
- What is the main point in this paragraph? Is it mentioned anywhere else?
 - Sum up what has happened so far in X words/seconds or less.
 - Which is the most important point in these paragraphs? Why?
 - Do any sections/paragraphs deal with the same themes?

**Year 4
Reading spine**



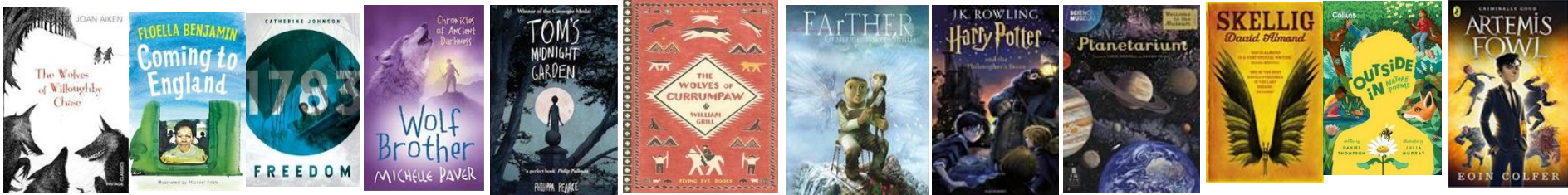
Year 5- Upper Woodford

Term:	Autumn	Spring	Summer
Main focus text/s:	 <p style="text-align: center;">Wolf Brother by Michelle Paver</p>	  <p style="text-align: center;">Romeo and Juliet By A Matthews and T Ross</p> <p style="text-align: center;">Tom's Midnight Garden Phillipa Pearce</p>	 <p style="text-align: center;">Skellig by David Almond</p>
Hook into the text:	<ul style="list-style-type: none"> • Children make a clan in groups, name them • Outside activities-make a nature trail, climb a tree with their idea, make a story telling stick • Cave painting pictures • Create own maps • Treasure hunt at the end of the text • Drama opportunities-hot seating, clan meetings, DT-design own smart phones 	<ul style="list-style-type: none"> • Tudor topic • Watching BBC Class clips on the play • Looking at scripts of the plays • Drama activities- re-telling in modern day language • Design the Globe theatre 	<ul style="list-style-type: none"> • Watch Treasure on Literacy Shed plus • Look at pictures of mythical creatures • Drama linked to the text
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> • Paintings/pictures of pre-historic times • Watch clips of Wolf Brother film ideas https://www.youtube.com/watch?v=C5qnQ_I9Rmw • Watch clip of Wolves and Michelle Paver • Watch the clip of how Michelle writes her texts https://www.youtube.com/watch?v=I9S9EhFeOIo <p>Guided reading in addition to class text: Shape Shifters by Pratina Mitchell Chocolate -Literacy Shed Plus The Stone Age -Literacy Shed Plus.</p>	<ul style="list-style-type: none"> • BBC Shakespeare clips of plays • Drama activities linked to plays • Art work based around Tudors • Horrible Histories linked to Tudors • Twiz advert link on Literacy Shed plus planning <p>Guided reading in addition to class text: Shakespeare Stories By Chris Rowling</p>	<ul style="list-style-type: none"> • Greek myths- linked to wings and flying- Icarus • Dracula's Whitby (Literacy Shed video clip) • Wing • BBC Class clips- Myths and legends • Paintings of Greek myths <p>Guided reading in addition to class text: Spice Story By Dhruv Baher</p>
Reading: skills and strategies	<p style="text-align: center;">Word Reading</p> <ul style="list-style-type: none"> •Reading should demonstrate increasing fluency across all subjects and not just in English. Use reading strategies to work out any unfamiliar word; •accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension. •apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. 	<p style="text-align: center;">Reading Comprehension</p> <ul style="list-style-type: none"> •Explain how language, structure, and presentation, can contribute to the meaning of a text. •Make predictions based on details stated and implied. •Understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect. •Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. •Make comparisons within and across different texts. •Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. 	<p style="text-align: center;">Vipers question stems</p> <p>Vocab</p> <ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended • to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own

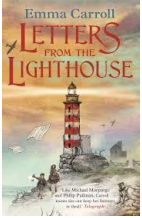

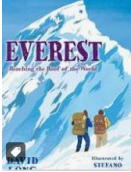
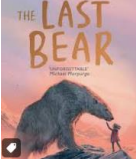

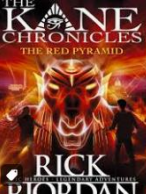
- Develop positive attitudes to reading and understanding what they read by becoming increasingly familiar with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Retrieve, record and present information from non-fiction.
- Provide reasoned justifications for their views about a book.
- maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and reading for a range of purposes
- recommend books that they have read to their peers, giving reasons for their choices
- identify and discuss themes and conventions in and across a wide range of writing
- learn a wider range of poetry by heart
- prepare 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

- words?
- How have simile and metaphor been used here to enhance the text?
- Inference**
- What do you think... means? Why do you think that? Could it be anything else?
 - I think....; do you agree? Why/why not?
 - Why do you think the author? decided to...?
 - Can you explain why...? Can you give me evidence from somewhere else in the text?
 - What do these words mean and why do you think that the author chose them?
 - How does the author make you feel?
 - What impression do you get from these paragraphs?
- Prediction**
- Which stories have openings like this? Do you think that this story will develop the same way?
 - Why did the author choose this setting? Will that influence the story?
- Explain**
- What is similar/different about two characters? Did the author intend that?
 - Explain why... did that.
 - Describe different characters' reactions to the same event.
 - Which is better and why?
 - How is the text organised and what impact does this have on you as a reader? ?
 - How can you tell whether it is fact and opinion?
 - How does the author engage the audience?
- Retrieval**
- Find the... in this text. Is it anywhere else?
 - When/where is this story set? Find evidence in the text.
 - What do you think is happening here? Why?
 - Who is telling this story?
 - Can you skim/scan quickly to find the answer?
- Summarise**
- What is the main point in this paragraph?
 - Sum up what has happened so far in... words/seconds or less.
 - Which is the most important point in these paragraphs? Why?
 - Do any sections/paragraphs deal with the same themes?
 - Can you find a text with a similar theme?

Year 5
Reading spine



Year 6: Salterton Class

Term:	Autumn	Spring	Summer
Main focus text/s	 <p>Letters From the Lighthouse by Emma Carroll Blitz by Robert Westall</p>	   <p>King of the Cloud Forests Michael Morpurgo Everest David Long The Last Bear Hannah Gold</p>	  <p>Secrets of a Sun King Emma Carroll The Red Pyramid Rick Riordan</p>
Hook into the text:	<ul style="list-style-type: none"> • Play Blitz clip from Literacy War and Peace Shed. • Pictures/photographs of lighthouse • Play air raid siren • WW2 artefacts brought in (Mrs Sims) • Grandparent/visitor to talk about wartime experiences • Make a lighthouse • Make paper models of spitfires and Anderson shelters • Drama linked to war poetry 	<ul style="list-style-type: none"> • First hand accounts of sailors and explorers – Ranulph Feinnes, Ellen McArthur • Orangutan conservation and adoption programmes, linked with Fairtrade Fortnight • First/second hand images of the sea and cloud forests • Drama activities 	<ul style="list-style-type: none"> • First/second hand images of Egypt / desert environments • Drama linked to myths read
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> • Beyond the Lines clip (Literacy Shed) • Photographs and film clips of evacuation of children • Examples of real-life letters • Range of Non-Fiction texts on WW2 <p><u>Guided reading in addition to class text:</u></p>	<ul style="list-style-type: none"> • The Pebble in My Pocket, A History Of Our Earth, Meredith Hooper • Everest: The Remarkable story of Edmund Hillary and Tenzing Norgay. • The Kid who Climbed Everest Bear Grylls • A range of non-fiction texts on volcanoes, mountains and rivers. <p><u>Guided reading in addition to class text:</u> Survivors by David Long (Literacy Shed Plus)</p>	<ul style="list-style-type: none"> • The Story of Tutankhamun by Patricia Cleveland-Peck (Author), Isabel Greenberg (Illustrator) • Howard Carter’s Diary extracts • Tadeo Jones (Literacy Shed Film Clip) • A range of non-fiction texts <p><u>Guided reading in addition to class text:</u> A range of Egyptian myths</p>
Reading skills and strategies	<p><u>Word reading</u></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. 	<p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and reading for a range of purposes • increase 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 	<p><u>Vipers question stems</u></p> <p><u>Vocab</u></p> <ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here?

- recommend books that they have read to their peers, giving reasons for their choices
- identify and discuss themes and conventions in and across a wide range of writing
- make comparisons within and across books
- learn a wider range of poetry by heart
- prepare 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

Why? How has the author made you/this character feel by writing...? Why?

Inference

- What do you think... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?
- How do other people's descriptions of ...show that...?
- Where else in the text can we find the answer to this question?

Prediction

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

Explain

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which is better and why?
- Can you identify where the author has shown bias towards a particular character?
- Is it fact or is it opinion? How do you know?
- How does the author make you feel at this point in the story? Why did they do that?
- Can you explain it in a different way?

Summarise

- Find the... in this text. Is it anywhere else?
- Can you skim the next... and find me the answer to...?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?
- What genre is...?
- Can you look at these other texts and find me what is similar and what is different?

Year 6
Reading spine

