



# Newlyn School Reading Curriculum

| Skills                           | Year R  | Year 1  | Year 2/3  | Year 3/4   | Year 5   | Year 6  |
|----------------------------------|---|---|---|--|--|---|
| <b>TOPICS</b>                    | <p>Marvellous Me (How have I changed since I was a baby? Where do I live?)<br/>Let's Celebrate; Why do we celebrate special times?<br/>What were toys like in the past?<br/>Artic and cold – what is life like in cold environment?<br/>What is life like in a hot environment?<br/>Let's Explore:<br/>Exploring people who help us<br/>Exploring the seaside using maps.</p> | <p>Castles<br/>Own Local Area<br/>Mary Anning/Dinosaurs<br/>The Uk<br/>Seaside today and in the past<br/>UK weather</p>   | <p>Stone Age to Iron Age<br/>Exploring The South West<br/>Romans<br/>Exploring Penwith<br/>Impact of railways on our local area</p>   | <p>Rainforests<br/>Extreme Earth (Volcanoes, mountains and earthquakes Ancient Ancient Egyptians (Temples, Tombs and Treasures)<br/>The Romans<br/>Explore Scandinavia<br/>A comparison of human and physical geography of a region of the United Kingdom (Cornwall) and a region in a European country (Scandinavian country)</p> | <p>Coasts<br/>Ancient Maya Civilization<br/>The Victorians<br/>Night and Day/Time Zones<br/>The Ancient Greeks<br/>Going Global</p>  | <p>Blue Planet<br/>Crime and Punishment<br/>World War II<br/>Britain at War : The Home Front 1939-45<br/>Rivers (including London)<br/>Mexico: Comparing mining in a Local area, UK and North America and Europe<br/><br/>Local Study: Mining in Cornwall</p> |
| <b>Decoding children should:</b> | <p>ELG 2021: Word Reading Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops (extra)</p> | <p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly &amp; accurately without overt sounding and blending<br/>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 they meet</p> | <p>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 they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>                | <p>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> | <p>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>  |



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|  |  |   | read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word   |   |  |   |
| <b>Books/<br/>scheme</b>                 | <b>Little Wandle:</b><br>Autumn term 2: Phase 2<br>Spring term 2: Phase 3<br>Summer term 2: Phase 3/4  | <b>Little Wandle:</b><br>Autumn term 2: Phase 4<br>Spring term 2: Phase 5<br>Summer term 2: Phase 5   | <b>Spelling Shed Y2</b><br>Little Wandle Rapid Catch Up<br>Statutory word list<br>Oxford Reading Tree Banded texts<br><b>Expectations:</b><br>Autumn term 2- Turquoise<br>Spring term 2- Purple/gold<br>Summer term 2- white<br><br><b>Yr 3 Oxford Reading Tree Banded Texts</b><br>Autumn term 2- Lime<br>Spring term 2- Lime +<br>Summer term 2- Brown (free reader Bronze)  | <b>Yr 3 Oxford Reading Tree Banded Texts</b><br>Autumn term 2- Lime<br>Spring term 2- Lime +<br>Summer term 2- Brown (free reader Bronze)<br><b>Yr4 Oxford Reading Tree Banded Texts</b><br>Autumn term 2- Brown<br>Spring term 2- Brown/Grey<br>Summer term 2- Grey (free reader Silver)   | <b>Oxford Reading Tree Banded Texts</b><br>Autumn term 2- Grey (Silver)<br>Spring term 2- Grey/Dark Blue<br>Summer term 2- Dark Blue (free reader Gold)  | <b>Oxford Reading Tree Banded Texts</b><br>Autumn term 2- Dark Blue<br>Spring term 2- Dark/Blue/Burgundy<br>Summer term 2- Burgundy / Black (free reader Platinum)  |
| <b>Reading expectations</b>              | 3 x group week reading<br>Individual reading<br>5 a day<br>Class story<br>Reading diaries to support reading at home<br>Children take home reading book and library book to share<br>Reading buddies   | 3x week group reading<br>Individual reading<br>Class story<br>Reading diaries to support reading at home<br>Children take home reading book and library book to share                                       | Weekly guided reading<br>Weekly individual reading<br>Extra reading for focus children<br>Class story<br>Reading diaries to support reading at home<br>Children take home reading book and library book to share   | Weekly whole class guided reading<br>Weekly small group guided<br>Extra reading for focus children<br>Class story<br>Reading diaries to support reading at home   | Weekly small group guided reading<br>Weekly whole class guided<br>Weekly individual reading<br>Extra reading for focus children<br>Class story<br>Reading diaries to support reading at home   | Weekly small group guided reading<br>Weekly whole class guided<br>Weekly individual reading<br>Extra reading for focus children<br>Class story<br>Reading diaries to support reading at home  |
| <b>Reading assessments</b>               | 6 x termly assessments using Little Wandle Assessment Tracker<br>Reading Folder assessments termly per child<br>Termly Target Tracker  | 6 x termly assessments using Little Wandle Assessment Tracker<br>Phonics test<br>PIRA termly tests<br>Termly Newlyn Reading Tracker<br>Reading Folder assessments termly per child<br>Termly Target Tracker | PIRA termly tests<br>SATs tests<br>Termly Newlyn Reading Tracker<br>Reading Folder assessments termly per child<br>Termly Target Tracker<br>Yr 3 Little Wandle for phonic interventions  | PIRA termly tests<br>Termly Newlyn Reading Tracker<br>Reading Folder assessments termly per child<br>Termly Target Tracker<br>Little Wandle for phonic interventions  | PIRA termly tests<br>Termly Newlyn Reading Tracker<br>Reading Folder assessments termly per child<br>Termly Target Tracker<br>Little Wandle for phonic interventions   | PIRA termly tests<br>SATs tests<br>Termly Newlyn Reading Tracker<br>Reading Folder assessments termly per child<br>Termly Target Tracker<br>Little Wandle for phonic interventions  |
| <b>Catch-up Interventions</b>            | Little Wandle Catch-Up resources   | Little Wandle Catch-Up resources  | Little Wandle Catch-Up resources<br>Yr 3 Phonics interventions   | Phonics interventions   | Phonics interventions  | Phonics interventions   |
| <b>Children joining the school</b>       | Phonics assessment<br>Reading assessment (blue folder)   | Phonics assessment<br>Reading assessment (blue folder)  | Phonics assessment<br>Reading assessment (blue folder)<br>Yr 3 Phonics assessment if did not pass Y2 phonics test  | Phonics assessment if did not pass Y2 phonics test<br>Reading assessment (blue folder)  | Phonics assessment if did not pass Y2 phonics test<br>Reading assessment (blue folder)   | Phonics assessment if did not pass Y2 phonics test<br>Reading assessment (blue folder)  |
| <b>Range of reading children should:</b> | ELG 2021: Speaking Children at the expected level of development will:<br><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from <b>stories, non-fiction, rhymes and poems</b> when appropriate.<br><br>ELG 2021: People, Culture and Communities Children at the expected level of development will: - | listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  | 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<br><br>Yr 2 listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br><br>Yr 3 read books that are structured in different ways and reading for a range of purposes e.g. <b>cartoons (to share plot)</b> | Yr3/4 listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br><br>Yr 3 read books that are structured in different ways and reading for a range of purposes e.g. <b>cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)</b><br><br>Yr3/4 read books that are structured in different ways and reading for a range of purposes | continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br><br>read books that are structured in different ways and read for a range of purposes e.g. <b>comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint)</b><br><br>make comparisons within and across books | continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br><br>read books that are structured in different ways and read for a range of purposes e.g. <b>timeslip stories, texts that provide information about a theme/topic from the past, present and future</b><br><br>make comparisons within and across books |



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|  | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>   |   | <p>concisely) chapter books (to provide more detail) diaries (for viewpoint)</p>   | <p>e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)</p>  |   |  |
| <b>Range of non-fiction and plays</b>          | <b>Non-fiction</b>  | <b>Non-fiction</b>  | <b>Non-fiction</b><br><b>Yr 3 Non-fiction</b><br><b>Plays</b><br><b>Reference books</b><br><b>Digital Literacy</b>   | <b>Non-fiction</b><br><b>Plays</b><br><b>Reference books</b><br><b>Digital Literacy</b>  | <b>Non-fiction</b><br><b>Plays</b><br><b>Reference books</b><br><b>Digital Literacy</b>   | <b>Non-fiction</b><br><b>Plays</b><br><b>Reference books</b><br><b>Digital Literacy</b>  |
| <b>Familiarity with texts children should:</b> | <p>ELG 2021: Comprehension Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p><b>Additional Sequencing VIPERS: Retell familiar stories orally e.g fairy stories and traditional tales.</b></p> <p><b>Sequence the events of a story they are familiar with.</b></p> <p><b>Begin to discuss how events are linked.</b></p> | <p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales (Yr 3 myths and legends and retell some of these orally)</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>Yr 3 identify themes and conventions in a wide range of books</p> <p><b>Additional Sequencing VIPERS:</b><br/>Discuss the sequence of events in books and how items of information are related.</p> <p><b>Retell using a wider variety of story language.</b></p> <p><b>Order events from the text.</b></p> <p><b>Begin to discuss how events are linked focusing on the main content of the story.</b></p> <p><b>Yr 3 Identifying main ideas drawn from a key paragraph or page and summarising these.</b></p> <p><b>Yr 3 Begin to distinguish between the important and less important information in a text.</b></p> <p><b>Yr 3 Give a brief verbal summary of a story.</b></p> <p><b>Yr 3 Teachers begin to model how to record summary writing.</b></p> | <p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p> <p><b>Additional Summarising VIPERS:</b><br/>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <p><b>Identifying main ideas drawn from more than one paragraph.</b></p> <p><b>Summarise whole paragraphs, chapters or texts</b></p> <p><b>Highlight key information and record it in bullet points, diagrams, maps etc</b></p> | <p>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> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p><b>Additional Summarising VIPERS:</b><br/>Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <p><b>Make connections between information across the text and include this is an answer.</b></p> | <p>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> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p><b>Additional Summarising VIPERS:</b><br/>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p><b>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</b></p> <p><b>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</b></p> |



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|  |  |  | <p>Yr 3 Identify themes from a wide range of books.</p> <p>Yr 3 Make simple notes from one source of writing.</p>  |  |  |  |
| <p><b>Selected texts</b></p>                                   | <p>The Very Hungry Caterpillar<br/>           Hairy McClary<br/>           Owl Babies<br/>           The Tiger who came to Tea<br/>           Peace at Last<br/>           Whatever Next<br/>           The Colour Monster</p> | <p><b>Little Red Riding Hood</b><br/> <b>Jack and the Beanstalk</b><br/> <b>We're Going on a Bear Hunt!</b><br/> <b>Fantastic Mr Fox</b><br/> <b>Chicken Little</b></p> <p><b>The Gruffalo</b> by Julia Donaldson</p> <p><b>Dogger</b> by Shirley Hughes</p> <p><b>The Tiger Who Came for Tea</b> by Judith Kerr</p> <p><b>Oscar and the Frog</b> by Geoff Waring</p> <p><b>Omnibombulator</b> by Dick King Smith</p> <p><b>The Enormous Crocodile</b> by Roald Dahl</p> | <p><u>Class texts for writing:</u><br/> <b>Stone Age Boy</b> by Satoshi Kitamura<br/> <b>Skara Brae</b> by Dawn Finch<br/> <b>Geeta's Day</b> by Prodeepa Das<br/> <b>Rama and Sita – Literacy Shed Text</b><br/> <b>Taking Flight – Literacy Shed link</b><br/> <b>Escape from Pompeii – by Christina Balit</b><br/> <b>The Twits – by Poald Dahl</b><br/> <b>Cornish Folk Tales for Children – Mike O'Connor</b><br/> <b>Wreck of the Zanzibar – Michael Morpurgo</b><br/> <u>Class reads for pleasure – book available</u><br/> <b>Julia Donaldson and/or any of her other rhyming books, ie Zog. Bill or Cops and Robbers by Janet &amp; Allan Ahlberg.</b><br/> <b>Horrid Henry</b> by Francesca Simon<br/> <b>The Magic Finger</b> by Roald Dahl<br/> <b>Danny The Champion of the World</b><br/> <b>Stig of the Dump</b><br/> <b>Krindlekrax</b><br/> <b>Mr Penguin</b></p> | <p>Firework makers daughter<br/>           The Iron Man<br/>           Varjak paw<br/>           The Train to Impossible Places<br/>           Lion, The Witch and the Wardrobe<br/>           The Sheep Pig<br/>           The Midnight Fox</p> <p><b>Links to writing curriculum:</b><br/>           The Vanishing Rainforest<br/>           The great Kapok Tree<br/>           The Egyptian Cinderella<br/>           Jeremy Strong – Romans on the Rampage.<br/>           Train to Impossible Places<br/>           Firework Makers Daughter.</p>                        | <p><b>Kensuke's Kingdom</b><br/> <b>Song of the Dolphin Boy</b><br/> <b>Who Let The Gods Out</b><br/> <b>Cogheart</b><br/> <b>Street Child</b></p>   | <p><b>Swimming Against the Storm</b><br/> <b>Holes</b><br/> <b>Goodnight Mr Tom/Letters from the Lighthouse</b><br/> <b>Darwin's Dragons</b><br/> <b>Wonder</b><br/> <b>Private Peaceful</b></p> <p><b>Books linked to writing curriculum:</b><br/>           Shackleton's Journey<br/>           Macbeth</p> <p><b>Newlyn Challenge Texts, (see last page for identified texts)</b></p> |
| <p><b>VIPER Sequencing KS1</b><br/> <b>Summarising KS2</b></p> | <p>How did the story start?<br/>           What happened next?<br/>           How does the story end?</p>  | <p>What happens in the beginning of the story?<br/>           • Can you number these events in the story?<br/>           • How/where does the story start?<br/>           • What happened at the end of the...?<br/>           • Can you retell the story to me in 20 words or less?<br/>           • What happened before that?<br/>           • Can you sequence the key moments in this story?</p>  | <p>What happens in the story's opening?<br/>           How/where does the story start?<br/>           What happened at the end of the...?<br/>           What is the dilemma in this story?<br/>           How is it resolved? Can you retell the story to me in 20 words or less?<br/>           Can you summarise in 3 sentences the beginning, middle and end of this story?<br/>           What is the main point in this paragraph?<br/>           Sum up what has happened so far in X words or less.<br/>           Which is the most important point in these paragraphs?<br/>           Do any sections/paragraphs deal with the same themes?<br/>           Have you noticed any similarities between this text and any others you have read?<br/>           What do I need to jot down to remember what I have read?</p>  | <p>What is the main point in this paragraph?<br/>           Is it mentioned anywhere else?<br/>           Sum up what has happened so far in X words/seconds or less.<br/>           Which is the most important point in these paragraphs? Why?<br/>           Do any sections/paragraphs deal with the same themes?<br/>           Have you noticed any similarities between this text and any others you have read?<br/>           What do I need to jot down to remember what I have read?<br/>           How might I record this to ensure the best possible outcome?</p> | <p>What is the main point in this paragraph?<br/>           Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less.<br/>           Which is the most important point in these paragraphs? Why?<br/>           Do any sections/paragraphs deal with the same themes?<br/>           Can you find a text with a similar theme?</p> | <p>What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?</p>     |



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| <p><b>Poetry and performance children should:</b></p> | <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: -</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>                                     | <p>learn to appreciate rhymes and poems, and to recite some by heart<br/>e.g. <b>nursery rhymes</b>,<br/><b>Surrounded by Noise</b> (Ian Souter) <b>The Horseman</b> (Walter de la Mare)</p>   | <p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate <b>intonation</b> to make the <b>meaning clear</b>.<br/>recognise some different forms of poetry<br/>e.g. <b>The Sound Collector</b> (Roger McGough)<br/><b>Walking With My Iguana</b> (Brian Moses) <b>Daddy</b><br/><b>Fell into the Pond</b> (Noyes)<br/>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, <b>tone, volume and action</b><br/>e.g. <b>Waves</b> (Jackie Kay)<br/><b>The King’s Breakfast</b> (AA Milne) <b>Up on the Downs</b> and <b>The Boneyard Rap</b> (Wes Magee)</p> | <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action to <b>maintain</b> the interest<br/>e.g. <b>From A Railway Carriage</b> (RL Stevenson)</p> <p>recognise some different forms of poetry</p>   | <p>learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the <b>meaning is clear to an audience</b><br/>e.g. <b>Night Mail</b> (Auden)<br/><b>The Highwayman</b> (Noyes)</p>  | <p>learn a wider range of poetry by heart, 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 and <b>provokes a response</b>.<br/>e.g. <b>The Tyger</b> (Blake) <b>Stop All The Clocks</b> (Auden) recital of well known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)</p>                               |
| <p><b>Selected poetry and Poems by heart</b></p>      | <p>Humpty Dumpty<br/>Jack and Jill went up the Hill<br/>Incy Wincy Spider<br/>Grand Old Duke of York<br/>Mary Mary</p> <p><b>FIVE A DAY (book, song or nursery rhyme)</b><br/><b>Book of the Week</b><br/><b>Song of the week.</b></p> <p><b>Read with the teacher:</b> a selection of rhymes and poems using big books</p> <p><b>Learn by heart:</b> A range of other nursery rhymes throughout the year</p> | <p><b>Study:</b> A range of poems by Spike Milligan from his SillyVerse for Kids</p> <p><b>Choose, read and recite</b> a range of poetry from green poetry box</p> <p><b>Learn by heart:</b> The Three Little Kittens (1832) Eliza Follen</p> <p><b>Now We are Six</b> by AA Milne</p> | <p><b>Study:</b> A range of poems by Roger McGough including <b>The Sound Collector – Cross Curricular - linked to RE – Christians believe God created the world – celebrating things that are good in the world. (National Poetry week)</b></p> <p><b>Study:</b> A range of poems by Michael Rosen including “Chocolate Cake” – linked to what we eat – cross curricular (Healthy Bodies) Science.</p> <p><b>Choose, read and recite</b> a range of poetry from green poetry box</p> <p><b>Learn by heart:</b> On the Ning Nang Nong by Spike Milligan</p> <p>and</p> <p>The Boneyard Rap (Wes Magee)</p>   | <p><b>Study:</b><br/><b>From A Railway Carriage</b> by RL Stevenson</p> <p><b>Granny</b> is by Valerie Bloom</p> <p><b>The Lost Words Poems</b> by Robert Macfarlane and Jackie Morris</p> <p><b>Choose, read and recite</b> a range of poetry from green poetry box</p> <p>A range of poems from Michael Rosen’s A to Z of The Best Children’s Poetry from Agard to Zephaniah</p> <p><b>Learn by heart:</b><br/>From A Railway Carriage by RL Stevenson<br/>My Shadow by R L Stevenson<br/>The Owl and the Pussy Cat by Edward Lear</p> | <p><b>Study:</b><br/><b>One epic poem: The Odyssey (Summer Term with The Ancient Greeks)</b></p> <p><b>Choose, read and recite</b> a range of poetry from green poetry box</p> <p><b>Learn by heart:</b><br/><b>The Spider and the Fly (Auden)</b> (Autumn Term)</p> <p><b>The Jabberwocky</b> by Lewis Carroll (Spring Term – The Victorians)</p> <p><b>The Quarrell</b> by Eleanor-Farjeon (Spring Term – The Victorians)</p> | <p><b>Study:</b><br/><b>EPIC Poem: The Highwayman</b> by Alfred Noyes (Autumn)</p> <p><b>Wilfred Owen war poetry Anthem for Doomed Youth</b> (Spring)</p> <p><b>The Raven</b> by Edgar Allen Poe (Summer)</p> <p><b>Choose, read and recite</b> a range of poetry from green poetry box</p> <p><b>Learn by heart:</b><br/><b>The Tyger</b> by William Blake</p> <p><b>Twas the Night Before Christmas</b> By Clement Clarke Moore.</p> |



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| <b>Vocabulary</b>                       | <p>ELG: Comprehension Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Speaking Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> | <p>discuss word meanings and link new meanings to words already known</p> <p><b>Additional VIPERS:</b><br/>Draw upon knowledge of vocabulary in order to understand the text.</p> <p>Join in with predictable phrases.</p> <p>Use vocabulary given by the teacher</p> <p>Discuss his/her favourite words and phrases</p>  | <p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p> <p><b>Additional VIPERS:</b><br/>Recognise some recurring language in stories and poems.</p> <p>use dictionaries to check the meaning of words that they have read</p> <p><b>Additional VIPERS:</b><br/>Discuss words that capture the readers interest or imagination.<br/>Identify how language choices help build meaning.</p> <p>Find the meaning of new words using substitution within a sentence.</p>  | <p>use dictionaries to check the meaning of words that they have read</p> <p><b>Additional VIPERS:</b><br/>Use a thesaurus to find synonyms. Discuss why words have been chosen and the effect these have on the reader.</p> <p>Explain how words can capture the interest of the reader.</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these. Discuss words that capture the readers interest or imagination.<br/>Identify how language choices help build meaning.</p> <p>Find the meaning of new words using the context of the sentence.</p>  | <p>use dictionaries to check the meaning of words that they have read</p> <p><b>Additional VIPERS:</b><br/>Explore the meaning of words in context, confidently using a dictionary.</p> <p>Discuss how the author's choice of language impacts the reader.</p> <p>Evaluate the authors use of language.</p> <p>Investigate alternative word choices that could be made.</p> <p>Begin to look at the use of figurative language.</p> <p>Use a thesaurus to find synonyms for a larger variety of words.<br/>Re-write passages using alternative word choices.</p> <p>Read around the word and explore its meaning in the broader context of a section or paragraph.</p> | <p>use dictionaries to check the meaning of words that they have read</p> <p><b>Additional VIPERS:</b><br/>Evaluate how the authors' use of language impacts upon the reader.</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Discuss how presentation and structure contribute to meaning.</p> <p>Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p> |
| <b>Oracy</b>                            | NELI   | Word of the week  | Word of the week  | Word of the week   | Word of the week   | Word of the week   |
| <b>Vipers vocabulary Question Stems</b> | <p>What does the word mean?</p> <p>Find a word that means the same as...</p> <p>Which words tell us about how the character is feeling?</p> <p>Can you use another word that means...?</p>   | <p>What does the word ..... mean in this sentence?</p> <p>Find and copy a word which means .....</p> <p>Which word in do you think is the most important? Why?</p> <p>Which of the words best describes the character or setting?</p> <ul style="list-style-type: none"> <li>Which word in this part do you think is the most important?</li> <li>Why do you think they repeat this word in the story?</li> </ul> | <p>Can you find a noun/adjective/verb that tells/shows you that...?</p> <p>Why do you think that the author used the word... to describe...?</p> <p>Which other word on this page means the same as...?</p> <p>Find an adjective in the text which describes...</p> <p>Which word do you think is most important in this section? Why?</p> <p>Which word best describes...?</p> <p>What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary?</p> <p>By writing in this way, what effect has the author created?</p> <p>What other words/phrases could the author have used here?</p> <p>How has the author made you feel by writing...?</p> <p>Which word tells you that...?</p> <p>Find and highlight the word that is closest in meaning to...</p> | <p>What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary?</p> <p>By writing in this way, what effect has the author created?</p> <p>What other words/phrases could the author have used here?</p> <p>How has the author made you feel by writing...?</p> <p>Which word tells you that...?</p> <p>Find and highlight the word that is closest in meaning to...</p> <p>Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?</p> <p>What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created?</p> <p>Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author...?</p> <p>Which word is closest in meaning to...?</p> | <p>Can you quickly find...in the dictionary and thesaurus?</p> <p>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?</p> <p>What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...?</p> <p>Why? Find and highlight the word which is closest in meaning to ...</p> <p>Find a word which demonstrates... Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used here to enhance the text?</p>                                 | <p>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?</p> <p>What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?</p>  |



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| <p><b>Understanding children should:</b></p> | <p>ELG 2021: Listening, Attention and Understanding Children at the expected level of development will:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Children at the expected level of development will:</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> | <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear read to their own experiences</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>answer simple retrieval questions about a text and find evidence to support answers (Extra)</p> <p><b>Additional VIPERS Retrieval:</b><br/>Answer a question about what has just happened in a story.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Recognize characters, events, titles and information.</p> <p>Recognize differences between fiction and non-fiction texts.</p> <p>Retrieve information by finding a few key words.</p> <p>Contribute ideas and thoughts in discussion</p> | <p>discuss the sequence of events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make links between a current book and those already read</p> <p>check that the text makes sense to them as they read and correct inaccurate reading (Yr3 discuss their understanding and explain the meaning of words in context )</p> <p><b>Additional VIPERS Retrieval:</b><br/>Independently read and answer simple questions about what they have just read.</p> <p>Asking and answering retrieval questions . Draw on previously taught knowledge.</p> <p>Remember significant event and key information about the text that they have read.</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p> <p><b>Additional VIPERS Retrieval:</b><br/>Use contents page and subheadings to locate information.</p> <p>Learn the skill of 'skim and scan' to retrieve details.</p> <p>Begin to use quotations from the text.</p> <p>Retrieve and record information from a fiction text.</p> <p>Retrieve information from a non-fiction text.</p> | <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p> <p><b>Additional VIPERS Retrieval:</b><br/>Use contents page and subheadings to locate information.</p> <p>Learn the skill of 'skim and scan' to retrieve details.</p> <p>Begin to use quotations from the text</p> <p>Confidently skim and scan texts to record details.</p> <p>Using relevant quotes to support their answers to questions.</p> <p>Retrieve and record information from a fiction or non-fiction text.</p> | <p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p><b>Additional VIPERS Retrieval:</b><br/>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text.</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p> | <p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p><b>Additional VIPERS Retrieval:</b><br/>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>They use evidence from across whole chapters or texts</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p> |
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| <b>VIPERS: Retrieval Question stems</b> | <p>What is this book about?</p> <p>Who did...</p> <p>Where did...</p> <p>What did you find out about...?</p>   | <p>Who is your favourite character?</p> <p>Why do you think all the main characters are ... in this book?</p> <p>Would you like to live in this setting?</p> <p>Why/why not?</p> <p>Who is/are the main character(s)?</p> <p>When/where is this story set?</p> <p>Which is your favourite/worst/funniest/scariest part of the story?</p> <p>Is this a fiction or a non-fiction book? How do you know?</p> | <p>Who is/are the main character(s)?</p> <p>When/where is this story set? How do you know?</p> <p>Which is your favourite/worst/funniest/scariest part of the story? Why?</p> <p>Tell me three facts you have learned from the text.</p> <p>Find the part where...</p> <p>What type of text is this?</p> <p>What happened to ... in the end of the story?</p> <p>Which part of the story best describes the setting?</p> <p>What do you think is happening here?</p> <p>What might this mean?</p> <p>How might I find the information quickly?</p> <p>What can I use to help me navigate this book?</p> <p>How would you describe the story? Whose perspective is the story told from?</p>  | <p>Find the... in this text. Is it anywhere else?</p> <p>Who are the characters in this text?</p> <p>When/where is this story set? How do you know?</p> <p>Find the part of the story that best describes the setting.</p> <p>What do you think is happening here? Why?</p> <p>What might this mean?</p> <p>Whose perspective is the story told by and how do you know?</p> <p>How can you use the subheading to help you here?</p> <p>How might I find the information quickly?</p> <p>What can I use to help me navigate this book?</p> <p>How would you describe the story?</p> | <p>Find the... in this text. Is it anywhere else?</p> <p>When/where is this story set? Find evidence in the text.</p> <p>Find the part of the story that best describes the setting.</p> <p>What do you think is happening here? Why?</p> <p>Who is telling this story?</p> <p>Can you skim/scan quickly to find the answer?</p>   | <p>Find the... in this text. Is it anywhere else?</p> <p>Can you skim the next... and find me the answer to...?</p> <p>When/where is this story set? Find evidence in the text.</p> <p>Find the part of the story that best describes the setting.</p> <p>What do you think is happening here? Why?</p> <p>Who is telling this story?</p> <p>What genre is...?</p> <p>Can you look at these other texts and find me what is similar and what is different?</p>  |
| <b>Inference children should:</b>       | <p>ELG: Speaking Children at the expected level of development will:</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> | <p>discuss the significance of the title and events</p> <p>make inferences on the basis of what is being said and done</p> <p>e.g. I think Red Riding Hood was scared because the wolf was frightening</p> <p><b>Additional VIPERS:</b><br/>children make basic inferences about characters' feelings by using what they say as evidence.</p>   | <p>make inferences on the basis of what is being said and done</p> <p>e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own</p> <p>answer and ask questions</p> <p><b>Additional Vipers:</b><br/>answer and ask questions and modify answers as the story progresses</p> <p>Infer basic points and begin, with support, to pick up on subtler references</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads</p> <p>justify inferences with evidence</p> <p><b>Additional Vipers:</b><br/>Make inferences about actions or events</p> | <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>e.g. I think Leon volunteers because he wants to prove that magic is real</p> <p>justify inferences with evidence</p> <p><b>Additional Vipers:</b><br/>Make inferences about actions or events</p> <p>Consolidate the skill of justifying them using a specific reference point in the text.</p> <p>Use more than one piece of evidence to justify their answer.</p>   | <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p><b>themes and characters' and authors' viewpoints</b></p> <p>e.g. Tom is scared to move house because he doesn't pack; he leaves his favourite toy behind on purpose</p> <p>and he's always anxious</p> <p><b>Additional Vipers:</b><br/>Make inferences about actions, feelings, events or states.</p> <p>Use figurative language to infer meaning.</p> <p>Give one or two pieces of evidence to support the point they are making.</p> <p>Begin to draw evidence from more than one place across a text.</p> | <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Draw inferences <b>across texts</b> about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told.</p> <p><b>Additional Vipers:</b><br/>drawing inferences such as inferring Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Make inferences about events, feelings, states backing these up with evidence.</p> |
| <b>VIPERS Inference Question stems</b>  | <p>Why was ... feeling...?</p> <p>Why did ... happen?</p> <p>Can you tell me about ...?</p> <p>How does ... make you feel?</p>   | <p>What do you think.....means?</p> <p>Why do you think that?</p> <p>How do you think...?</p> <p>When do you think...? Where do you think...?</p> <p>How does ..... make you feel?</p> <p>Why did ..... happen?</p>   | <p>What do you think.... means?</p> <p>Why do you think that?</p> <p>Why do you think...?</p> <p>How do you think...?</p> <p>When do you think...?</p> <p>Where do you think...?</p> <p>How has the author made us think that...?</p> <p>How do you think....?</p> <p>Can you explain why....?</p> <p>What do these words mean and why do you think that the author chose them?</p> <p>Find and copy a group of words which show...?</p>  | <p>What do you think.... means?</p> <p>Why do you think that?</p> <p>Could it be anything else?</p> <p>I think...; do you agree? Why / why not?</p> <p>How do you think...?</p> <p>Can you explain why....?</p> <p>Can you explain why based on two different pieces of evidence?</p> <p>What do these words mean and why do you think that the author chose them?</p> <p>Find and copy a group of words which show that...</p> <p>What impression of ...do you get from this paragraph?</p>   | <p>What do you think... means? Why do you think that? Could it be anything else?</p> <p>I think...; do you agree? Why/why not?</p> <p>Why do you think the author? decided to...?</p> <p>Can you explain why...? Can you give me evidence from somewhere else in the text?</p> <p>What do these words mean and why do you think that the author chose them?</p> <p>How does the author make you feel?</p> <p>What impression do you get from these paragraphs?</p>   | <p>What do you think... means? Why do you think that? Could it be anything else?</p> <p>I think...; do you agree? Why/why not?</p> <p>Why do you think the author decided to...?</p> <p>Can you explain why...?</p> <p>What do these words mean and why do you think that the author chose them?</p> <p>How do other people's descriptions of ...show that...?</p> <p>Where else in the text can we find the answer to this question?</p>   |



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|  |   |   | How does the description of ... show that they are...?<br>Who is telling the story?<br>Why has the character done this at this time?  | How does the description of ... show that they are...?<br>Who is telling the story?<br>Why has the character done this at this time?   |  |  |
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| <b>Prediction children should:</b>       | <p>ELG 2021: Comprehension Children at the expected level of development will:</p> <p>Anticipate – where appropriate – key events in stories.</p> | <p>predict what might happen on the basis of what has been read so far</p> <p><b>Additional VIPERS:</b><br/>Predicting what might happen on the basis of what has been read so far in terms of story, character and plot.</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>Begin to explain these ideas verbally or through pictures.</p>   | <p>predict what might happen on the basis of what has been read so far</p> <p><b>Additional VIPERS:</b><br/>Predict what might happen on the basis of what has been read in terms of plot, character and language so far.</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p> <p>predict what might happen from details stated and implied</p> <p><b>Additional VIPERS:</b><br/>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge to make predictions and justify them.<br/>Use details from the text to form further predictions.</p>   | <p>predict what might happen from details stated and implied</p> <p><b>Additional VIPERS:</b><br/>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>Monitor these predictions and compare them with the text as they read on.</p>   | <p>predict what might happen from details stated and implied</p> <p><b>Additional VIPERS:</b><br/>Support predictions with relevant evidence from the text.</p> <p>Confirm and modify predictions as they read on.</p>   | <p>predict what might happen from details stated and implied</p> <p><b>Additional VIPERS:</b><br/>Support predictions by using relevant evidence from the text.</p> <p>Confirm and modify predictions in light of new information.</p>                                     |
| <b>VIPERS Prediction Question Stems</b>  | <p>What do you think the book is about?</p> <p>What is happening?</p> <p>What do you think will happen next?</p> <p>Why do you think that?</p>    | <p>Looking at the cover and the title, what do you think this book is about?</p> <p>Where do you think.....will go next?</p> <p>What do you think... will say / do next?</p> <p>What do you think this book will be about? Why?</p> <p>How do you think that this will end? What makes you say that?</p> <p>Who do you think has done it?</p> <p>What might.....say about that?</p> <p>How does the choice of character affect what will happen next?</p> <p>Can you draw what might happen next?</p> | <p>Where do you think.... will go next?</p> <p>What do you think... will say/do next?</p> <p>What do you think this book will be about? Why?</p> <p>How do you think that this will end? What makes you say that?</p> <p>Who do you think has done it?</p> <p>What might..... say about that?</p> <p>How does the choice of character affect what will happen next?</p> <p>Can you think of another story with a similar theme?</p> <p>Which stories have openings like this? Do you think that this story will develop the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p> <p>What happened before this and what do you think will happen after?</p> <p>Do you think the setting will have an impact on plot moving forward?</p> | <p>Can you think of another text with a similar theme?</p> <p>How do their plots differ?</p> <p>Which stories have openings like this? Do you think that this story will develop the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p> <p>What does this paragraph suggest what will happen next?</p> <p>What happened before this and what do you think will happen after?</p> <p>Do you think the setting will have an impact on plot moving forward?</p> <p>Do you think ... will happen? Explain your answers with evidence from the text.</p> | <p>Can you think of another story with a similar theme? How do their plots differ?</p> <p>Which stories have openings like this? Do you think that this story will develop the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p> | <p>Can you think of another story with a similar theme? How do their plots differ?</p> <p>Which stories have openings like this? Do you think that this story will develop the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p> |
| <b>Authorial intent children should:</b> |   |   | <p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>   | <p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>  | <p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>   | <p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>   |



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| <b>Non-fiction children should:</b>        | listen to a wide range of non-fiction at a level beyond that at which they can read independently (Y1 NC)   | listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently   | be introduced to non-fiction books that are structured in different ways<br><br>retrieve and record information from non-fiction texts   | retrieve and record information from non-fiction texts   | distinguish between statements of fact and opinion<br><br>retrieve, record and present information from non-fiction texts  | distinguish between statements of fact and opinion<br><br>retrieve, record and present information from non-fiction texts  |
| <b>Discussing reading children should:</b> | <p>ELG 2021: Speaking Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG 2021: Comprehension Children at the expected level of development will: - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> | <p>participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p> <p><b>Additional VIPERS:</b><br/>Give my opinion including likes and dislikes (not nc objective).</p> <p>Link what they read or hear to their own experiences.</p> <p>Express views about events or characters.</p> | <p>participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves by taking turns and listening to what others say</p> <p><b>Additional VIPERS:</b><br/>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Express my own views about a book or poem.</p> <p>Discuss some similarities between books.</p> <p>Listen to the opinion of others.</p> <p>Yr 3 : <b>Additional VIPERS:</b><br/>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Recognise authorial choices and the purpose of these.</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p><b>Yr 3 : Additional VIPERS:</b><br/>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p><b>Additional VIPERS:</b><br/>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Yr3/4 Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Y3/4 Recognise authorial choices and the purpose of these.</p>  | <p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p> <p><b>Additional VIPERS:</b><br/>Begin to distinguish between fact and opinion.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> | <p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p> <p><b>Additional VIPERS:</b><br/>Give reasons for authorial choices.</p> <p>Begin to distinguish between fact and opinion.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between fact, opinion and bias explaining how they know this.</p> |
| <b>VIPERS Explain</b>                      | <p>Who do you like best? Why?</p> <p>Would you like to be in the story?</p> <p>Why or why not?</p> <p>Would you like to change the story?</p>   | <p>Is there anything you would change about this story?</p> <p>What do you like about this text?</p> <p>Who is your favourite character? Why?</p>   | <p>What is similar/different about two characters?</p> <p>Explain why... did that..</p> <p>Is this as good as...?</p> <p>Which is better and why?</p> <p>Does the picture help us? How?</p> <p>What would you do if you were...?</p> <p>Would you like to live in this setting? Why?</p> <p>Is there anything you would change about this story?</p> <p>Do you agree with the author's...? Why?</p> <p>Describe different characters' reactions to the same event.</p> <p>Is this as good as...?</p> <p>Which is better and why?</p> <p>Why do you think they chose to order the text in this way?</p> <p>What is the purpose of this text and who do you think it was written for? What is the author's viewpoint? How do you know?</p> <p>How are these two sections in the text linked?</p>   | <p>What is similar/different about two characters? Did the author intend that?</p> <p>Explain why... did that.</p> <p>Describe different characters' reactions to the same event.</p> <p>Is this as good as...?</p> <p>Which is better and why?</p> <p>What can you tell me about how this text is organised?</p> <p>Why do you think they chose to order the text in this way?</p> <p>Why is the text arranged in this way?</p> <p>What is the purpose of this text and who is the audience/who is it written for?</p> <p>How does the author engage the reader here?</p> <p>Which section was the most ...? Why?</p> <p>What is the author's viewpoint? How do you know?</p> <p>How are these two sections in the text linked?</p> | <p>What is similar/different about two characters? Did the author intend that?</p> <p>Explain why... did that.</p> <p>Describe different characters' reactions to the same event.</p> <p>Does this story have a moral? Which is better and why?</p> <p>How is the text organised and what impact does this have on you as a reader?</p> <p>Why has the text been written this way?</p> <p>How can you tell whether it is fact and opinion?</p> <p>How is this text similar to the writing we have been doing?</p> <p>How does the author engage the audience?</p>  | <p>What is similar/different about two characters? Did the author intend that?</p> <p>Explain why... did that.</p> <p>Describe different characters' reactions to the same event.</p> <p>Does this story have a moral? Which is better and why?</p> <p>Can you identify where the author has shown bias towards a particular character?</p> <p>Is it fact or is it opinion? How do you know?</p> <p>How does the author make you feel at this point in the story? Why did they do that?</p> <p>Can you explain it in a different way?</p>  |



# Newlyn School Reading Curriculum

|   |  |   |  |  |   |   |
|---|--|---|--|--|---|---|
|   |  |   |  |  |   |   |
| <b>How we teach our curriculum</b>              | <p>Our curriculum focuses on the mechanics of reading:</p> <p>We use <b>decoding</b> as the first strategy (phonics / Letters and Sounds, Jolly Phonics) and phonic strategies to enable children to read words and gain vocabulary.</p> <p><b>Tricky word</b> focus -highlighting words which cannot be decoded in the usual way</p> <p><b>Punctuation and prosody, (reading with expression)</b> – we focus on reading aloud using punctuation pauses to improve expression and understanding.</p> <p><b>Our curriculum focuses on comprehension: We use vipers to focus on the</b> comprehension aspect of reading. Vocabulary</p> <p>Inference Prediction Explanation Retrieval Sequence or Summarise</p> <p>This method ensuring that teachers ask, and students are familiar with, a range of high quality questions. (Please see guided and individual reading video). They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p> <p>These questions become deeper and more progressive over time so that progression in the key skills (above) are ensured.</p> |   |  |  |   |   |
| <b>School's strategies for teaching reading</b> | <p><b>1. BOOK LOOK OR RECAP:</b></p> <ul style="list-style-type: none"> <li><b>BOOK TALK:</b> Look at the cover / title and discuss what the book might be about</li> <li><b>IDENTIFY GENRE:</b> fiction/ non-fiction / fantasy /adventure etc</li> <li><b>SUMMARISE</b> what has happened in the story so far</li> <li><b>CHECK</b> tricky words or key vocabulary from previous sessions</li> <li>Positive praise</li> </ul>   | <p><b>2. DECODE, CHECK AND TRACK PHONICS FIRST:</b></p> <p>decode first then re-read over the text again then to check for understanding. "Check back again." "Reread" –</p> <ul style="list-style-type: none"> <li><b>TRACK THE TEXT:</b> From pointing to the text (early) to using a ruler to track text (increasing fluency)</li> <li><b>OVERLAYS USED</b> for all children at risk of dyslexia</li> <li>Positive praise</li> </ul> | <p><b>3. COMPREHENSION: (VIPERS)</b></p> | <p><b>4. FLUENCY AND EXPRESSION (prosody) PAUSE STOPS</b></p> <p>practise pause after a full stop for 3 seconds until it is embedded. Longer pause for paragraph – explain why.</p> <p><b>MODEL EXPRESSION</b></p> | <p><b>5. RECORD in DIARIES FOR / ASSESSMENT (weekly)</b></p> <p>Comments should guide a strategy, e.g. 'We pointed to the words and we practised using the word "anxious" in a sentence.'</p> | <p><b>Whole class reading:</b></p> <ol style="list-style-type: none"> <li>Use appropriate high quality texts at all times following the agreed list / linked to Literacy Shed writing units where possible</li> <li>All children will see the text as it is read to them or they read it – print on the board must be large enough for all children to see</li> <li>Children tracking text with a finger / ruler / overlays for children with dyslexia used for all reading</li> <li>Use 1-5 of the elements used in the one to one policy – the difference being that each child must have their turn – this may last several for sessions if teaching in a whole class situation</li> <li>Students to engage in active listening to others when reading and active discussion (note taking – stop and discuss – write and draw, reflect and use physicality or drama to embed vocab etc)</li> </ol> |



# Newlyn School Reading Curriculum

- **GIVE LANGUAGE CHOICES** by actually giving them vocabulary to choose: e.g: Is the monster feeling excited or angry?
- **GIVE THEM TIME**: give the child time to scan text/explain – give them the sentence stem
- **USE SENTENCE STEMS** for children to answer the question (“I think that...” etc

when needed **RE-READ** allow the child to practise the sentence with the correct modelled expression

Small group guided reading:

| Newlyn Challenge Books: 20 books to read     |   |   |
|--|---|---|
| Classics                                     | Winners (Books that have won prizes more recently)    | New Voices – diverse, vibrant                     |
| Treasure Island by RL Stevenson              | Anthony Horowitz - Skeleton Key                       | Roshani Chokshi A Rushah at the End of Time       |
| The Hobbit JRR Tolkien                       | J K Rowling - Harry Potter and the Chamber of Secrets | The Boy at the Back of the Class by Onjali Q Rauf |
| The Borrowers by Mary Norton                 | Michael Morpurgo - Shadow                             | Wonder RJ Palacio                                 |
| Charlotte’s Web by E B White                 | Malorie Blackman - Noughts and Crosses                | Brown Girl Dreaming by Jacqueline Woodson         |
| The Secret Garden by Frances Hodgson Burnett | Holes - Louis Sachar                                  | Pig Heart Boy by Malorie Blackman                 |
| A Christmas Carol by Charles Dickens         | Percy Jackson and the Lightning Thief- Rick Riordan   |   |
| Swallows and Amazons by Arthur Ransome       |   |   |
| The Railway Children by E Nesbit             |   |   |
| The Magician’s Nephew by C S Lewis           |   |   |