

# Finlay Community School

## Reading

### Our Whole School Curriculum Intent

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

### Our Reading Intent

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

# Whole School Curriculum Overview: Thematic Overview

## Reception

1. *It's Good to be Me: All about me and my family.*
2. *Let's Celebrate: Religious Celebrations.*
3. *Once Upon a Time: Fairytales and Traditional Tales*
4. *Are we Nearly There Yet? Places and Locational Knowledge.*
5. *Moving on Up! Transition to Year 1.*

## Year 1

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

## Year 2

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

## Year 3

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

## Year 4

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

## Year 5

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

## Year 6

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

# Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool						
	Elmer - David McKee  Five enormous dinosaurs - Will Banner	We're Going on a Bear Hunt - Michael Rosen  Never show a T-rex a book - Rashmi Sirdeshpande	Oliver's Vegetables - Vivien French  Kippers birthday - Mick Inkpen	The Tiger Who Came to Tea - Judith Kerr  Jabari Jumps - Gaia Cornwall	The Dot.- Peter H Reynolds  Commotion in the ocean - Giles Andreae	Billy and the Big New School - Laurence Anholt  I am absolutely too small for school. - Lauren Child
Reception	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>Once Upon a Time</i>		<i>Are we nearly there yet?</i>	<i>Moving on up</i>
	Astro Girl - Ken Wilson-Max  Funny bones - Allan Ahlberg	The ugly duckling  Shubh Diwali! - Chitra Soundar	Goldilocks and the 3 bears Look up! - Nathan Bryon  Cock a doodle doo-farmyard - Giles Andreae Whatever next - Jill Murphy		Aliens love underpants - Claire Freedman  Koala who could - Rachel Bright	Dear Miss - Rachel Elliot  Albert Talbot: Master of Disguise - Ben Manley
Year 1	<i>Finlay Toy Factory</i>		<i>Where oh Where is Finlay Bear</i>		<i>The Great Space Race</i>	
	Handa's surprise - Eileen Browne  Oof makes an ooh - Duncan Beedie	Cinderella in New York -  Zim Zam Zoom - James Carter	Ruby's worry - Tom Percival  The lion inside - Rachel Bright	We all went on Safari - Lauri Krebs  The bad tempered ladybird - Eric Carle	Meerkat Mail - Emily Gravett  I can only draw worms - Will Mabbitt	My Hair - Hannah Lee  Rumble in the Jungle - Giles Andreae

Year 2	<p>Heroes in History Florence Nightingale and Mary Seacole (Black History)</p>	<p>Around the World in ... Days Passport theme</p>	<p>The Great Fire of London and the Tudors</p>			
	<p>The Owl who was Afraid of the Dark - Jill Tamlinson</p> <p>The day the crayons quit Drew Daywatt</p>	<p>Flat Stanley - Jeff Brown</p> <p>Fluff the Farting Fish - Michael Rosen</p>	<p>The Enchanted Wood - Enid Blyton</p> <p>The proudest blue - Ibtihaj Muhammad</p>	<p>Amazing Grace Mary Hoffman</p>	<p>The naughtiest unicorn - Pip Bird</p>	<p>Wizard Vs Lizard - Simon Pillip</p>
Year 3	<p>Rock and Roll! Stone Age and Iron Age</p>	<p>Deadly Disasters Extreme Earth (Fundraising for a disaster charity)</p>	<p>Navigating the Nile/ Ancient Egyptians</p>			
	<p>Charlie and The chocolate factory - Roald Dahl</p> <p>Stig of the Dump</p>	<p>Volcano adventure - Willard Price</p>	<p>The boy at the back of the class - Onjali Rauf</p>			
Year 4	<p>Rotten Romans Glorious Glevum</p>	<p>Journey to the River Sea! Come Sail with Me!</p>	<p>Ancient Greeks Olympics</p>			
	<p>Kensuke's Kingdom - Michael Morpurgo</p>	<p>The super miraculous journey of Freddie Yates - Jenny Pearson</p> <p>Flotsam David Wiesner (wordless picture book) - use in Literacy</p>	<p>Who Let the Gods Out? Maz Evans</p>			
Year 5	<p>Chocolate! Ancient Maya</p>	<p>Deforestation The Rainforest - North and South America</p>	<p>Invaders and Settlers - Saxons, Vikings and Mayans</p>			
	<p>Wander - R J Palacio</p>	<p>The Explorer Katherine Rundell</p>	<p>There's a boy in the Girls Bathroom - Louis Sachar</p> <p>Beowulf (Usborne) Rob Lloyd Jones &amp; Victor Tavares -</p>			

<i>Year 6</i>	<i>We'll Meet Again! World War 2</i>	<i>Ice Explorers Arctic and Antarctica</i>	<i>Let Me Entertain You! History of Entertainment</i>
	<i>Cogheart - Peter Bunzl</i>	<i>Brightstorm - Vashti Hardy</i>	<i>Nevermore - Linda Newberry</i>

## Progression of Knowledge, Skills and Understanding in the National Curriculum

### Word Reading

	<i>Pre-school 22-36</i>	<i>Pre-school 30-50</i>	<i>Rec 40-60</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
				<i>Apply phonic knowledge and skills as the route to decode words.</i>	<i>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</i>	<i>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, to including dis-, mis-, in-, il-, im-, ir-, -ly,</i>	<i>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, both to read aloud and to understand the meaning of new words he/she</i>	<i>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.</i>	<i>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling. I can read aloud and understand the meaning of the words on the Year 5/6 list.</i>

						with reference to English Appendix 1.	meets, with reference to English Appendix 1.		
				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 the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.	Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.		
				Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Read accurately words of two or more syllables that contain graphemes taught so far.				
				Read common exception	Read words containing common suffixes.				

				<p>words, noting unusual corresponden- ces between spelling and sound and where these occur in the word.</p>					
				<p>Read words containing taught GPCs and -s, -es, -ing, -ed, - er and -est endings.</p>	<p>Read common exception words, noting unusual correspondenc es between spelling and sound and where these occur in the word.</p>				
				<p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>				
				<p>Read words with contractions e.g. I'm, I'll,</p>	<p>Read aloud books closely matched to his/her improving</p>				

				<p>well, and understand that the apostrophe represents the omitted letter(s).</p>	<p>phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>				
				<p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words. Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p>				



# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Comprehension

	<i>Pre-school 22-36</i>	<i>Pre-school 30-50</i>	<i>Rec 40-60</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
				<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</i>	<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.</i>
				<i>Develop pleasure in</i>	<i>Develop pleasure in</i>	<i>Maintain positive</i>	<i>Maintain positive</i>	<i>Maintain positive</i>	<i>Maintain positive</i>

				<p>reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.</p>	<p>reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p>	<p>attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.</p>	<p>attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</p>	<p>attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p>attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.</p>
				<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a</p>

				<i>considering their particular characteristics.</i>	<i>traditional tales.</i>	<i>some of these orally.</i>			<i>wide range of writing.</i>
				<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</i>	<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.</i>
				<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.</i>	<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.</i>	<i>Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.</i>
				<i>Understand both the books he/she</i>	<i>Develop pleasure in reading,</i>	<i>Maintain positive attitudes to</i>	<i>Maintain positive attitudes to</i>	<i>Maintain positive attitudes to</i>	<i>Understand what he/she reads by</i>

				<p>can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.</p>	<p>motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.</p>	<p>reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.</p>	<p>reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.</p>	<p>reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.</p>
				<p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.</p>	<p>Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</p>	<p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</p>	<p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.</p>

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

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

				<p>Explain clearly his/her understanding of what is read to him/her</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done.</p>	<p>Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.</p>	<p>Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. Retrieve and record information from non-fiction over a wide range of subjects.</p>	<p>Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p>	
					<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by</p>	<p>Retrieve and record information from non-fiction.</p>	<p>Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read</p>		

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



					<i>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself</i>				
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# Characteristics of Effective Reading Teaching

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

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