

Pirbright Village Primary School

Coverage in English Reading



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reception | | | | | | |
| | Pete the Cat, Rockin' in my school shoes - James Dean (To support transition into school) Elmer - David McKee (to support individuality) The Jolly Postman - Janet and Allen Ahlberg (function and purpose of a letter in Topic - journey of a letter) The Jolly Christmas Postman - Janet and Allan Ahlberg - (Christmas) | | Information text on The Polar Regions- nonfiction text vocabulary. Jack and The Beanstalk (Traditional Tale Unit) Little Red Riding Hood (Traditional Tale Unit) The Gingerbread Man (Traditional Tale Unit) The Three Little Pigs (Traditional Tale Unit) | | | Bog Baby- Jeanne Willis The Tiger Who came To Tea- Judith Kerr |
| YEAR 1 | | | | | | |
| Topic | Earth, Wind & Fire | | Far, Far Away | | Nurturing Nature | |
| Word Reading & Comprehension | <p>Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes 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 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 Read other words of more than one syllable that contain taught GPCs Read words with contractions and understand that the apostrophe represents the omitted letter 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</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear read to their own experiences • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart • Discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what has been read so far <p>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</p> | | | | | |

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| Texts studied | Traditional Tales (various) Here We Are- Oliver Jeffers Great Fire of London – Emma Adams | | Journey – Aaron Becker Beegu- Alexis Deacon The Smeds and the Smoos- Julia Donaldson; | | Oliver’s Vegetables- Alison Bartlett Plants- Non-fiction text The Mixed-up Chameleon- Eric Carle | |
| Guided Reading | Little Wandle Phonic matched books (reading practise sessions) | Little Wandle Phonic matched books (reading practise sessions) | Little Wandle Phonic matched books (reading practise sessions) | Little Wandle Phonic matched books (reading practise sessions) | Little Wandle Phonic matched books (reading practise sessions) | Little Wandle Phonic matched books (reading practise sessions) |

YEAR 2

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| Topic | Passport to the World | Living, Dead and Never Been Alive | Victorians |
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| Word Reading & Comprehension | <p>Read exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read these books to build up their fluency and confidence in word reading Continue to 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 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</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Discussing word meanings, linking new meanings to those already known • Discussing the sequence of events in books and how items of information are related • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Recognising simple recurring literary language in stories and poetry • Discussing their favourite words and phrases • 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>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what has been read so far • Answering and asking questions <p>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</p> |
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| Texts studied | Grandpa Chatterji by Jamila Gavin Diary of a Wombat by Jackie French Lila and the Secret of Rain by David Conway Mr Elephant's Rio tour by Janie Dullard | The Secret Dinosaur – N. S. Blackman Stone girl, Bone Girl- Laurence Anholt Caterpillar Shoes – Literacy shed clip | Queen Victoria's Bathing Machine by Gloria Whelan Something Fishy – Literacy shed video |
| Guided Reading | Little Wandle Phonic matched books (reading practise sessions) | The Owl Who Was Afraid of the Dark- Jill Tomlinson | The Hodgeheg- Dick King-Smith |

YEAR 3

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| Topic | Clubs and Cavemen | Exhilarating Egyptians | Engaging Environments |
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| Word Reading & Comprehension | <p>Read exception words, noting unusual correspondences between spelling and sound and where these occur in the word Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>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</p> <p>Develop (and maintain) positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meaning of words that they have read • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (so that the meaning is clear to an audience) • Discussing words and phrases that capture the reader's interest and imagination • Recognising some different forms of poetry (e.g. free verse, narrative poetry) <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning | | |
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| Texts studied | How to Wash a Woolly Mammoth - Michelle Robinson Stone Age- non-fiction text Stone Age Boy – Satoshi Kitamura The Stolen Spear- Saviour Pirotta | The Pyramids – Literacy Shed visual Flat Stanley and the Great Egyptian Grave Robbery- Jeff Brown The Story of Tutankhamun- Patricia Cleveland-Peck | Window by Jeannie Baker The Promise by Nicola Davies & Laura Carlin Little Wolf's Big Book of Badness by Ian Whybrow |
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| Guided Reading | The Legend of Spud Murphy by Eoin Colfer | Diary of a Killer Cat – Anne Fine | James and the Giant Peach- Roald Dahl |
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YEAR 4

| Topic | Cracking Contraptions | Extreme Earth | Are All Animals the Same? | Myths & Legends | Should We Thank The Romans For Invading Britain? |
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| Word Reading & Comprehension | <p>Read exception words, noting unusual correspondences between spelling and sound and where these occur in the word Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>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</p> <p>Develop (and maintain) positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meaning of words that they have read • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (so that the meaning is clear to an audience) • Discussing words and phrases that capture the reader's interest and imagination • Recognising some different forms of poetry (e.g. free verse, narrative poetry) <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning | | | | |
| Texts studied | Snoozatron- visual text Wallace & Gromit Cracking Contraptions by Derek Smith The Firework Maker's Daughter by Philip Pullman | | Usborne book of Greek Myths – Pandora's Box & The Labors of Heracles Krinklekrax by Phillip Ridley | | Listen: How Evelyn Glennie, a deaf girl, changed percussion – Shannon Stocker Roman Soldiers- NCR Romeo and Juliet by William Shakespeare Henry V by William Shakespeare |
| Guided Reading | The Lion, the Witch and the Wardrobe- C.S.Lewis | | Who Let the Gods Out - Max Evans | | Queen of Darkness by Tony Bradman |
| YEAR 5 | | | | | |
| Topic | To Infinity and Beyond | In Your Imagination | Journey Around the World | The Diversity of Life | Raiders & Invaders |
| Word Reading & Comprehension | <p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Develop (and maintain) positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions | | | | |

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| | <ul style="list-style-type: none"> Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (so that the meaning is clear to an audience) Recommending books that they have read to their peers, giving reasons for their choices Making comparisons within and across books Learning a wider range of poetry by heart <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning <p>Retrieve and record (and present) information from non-fiction Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Participate in discussions about books that are read to them, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views</p> | | | | |
| Texts studied | Cosmic – Frank Cottrell-Boyce Pandora (Litshed) | Harry Potter and the Philosopher's Stone – J.K Rowling | Kensuke's Kingdom – Michael Morpurgo | The Arrival- Shaun Tan | Beowulf by Michael Morpurgo The Highwayman – Alfred Noyes |
| Guided Reading | Cosmic – Frank Cottrell-Boyce | Harry Potter and the Philosopher's Stone – J.K Rowling | Kensuke's Kingdom – Michael Morpurgo | The Arrival- Shaun Tan | Beowulf by Michael Morpurgo |
| YEAR 6 | | | | | |
| Topic | To be a child in WWII | | Marvellous Me | | Visit to Central & South America |
| Word Reading & Comprehension | <p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Develop (and maintain) positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (so that the meaning is clear to an audience) Recommending books that they have read to their peers, giving reasons for their choices Making comparisons within and across books Learning a wider range of poetry by heart | | | | |

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| | <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning <p>Retrieve and record (and present) information from non-fiction Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Participate in discussions about books that are read to them, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views</p> | | |
| Texts studied | Letters from the Lighthouse- Emma Carroll | Holes- Louis Sachar Wayside School- Louis Sachar | The Hobbit- JRR Tolkien The Explorer- Katherine Rundell Macbeth- William Shakespeare |
| Guided Reading | Letters from the Lighthouse- Emma Carroll | Holes- Louis Sachar | The Explorer- Katherine Rundell |