



## Map of the English Reading Curriculum

**What are the Knowledge, Skills and Understanding we want our pupils to gain?**

**SM, September 2022**

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**Intent of our reading Curriculum-** We believe that reading is a vital life skill. Because of this, we have made it a key part of our Pillar of Literacy and Oracy. In our school we passionately believe that ‘Every Child Will Be A Reader’ and we make this happen with excellent early phonics teaching, using a wide range of school reading and library books and getting all children reading to adults in school. The children will start by learning key phonics and will develop these skills to become confident readers. As they get older they will embed the key reading skills of vocabulary, inference, prediction, explaining, retrieval and summarising. Pupils should read a wide variety of texts for pleasure in order to develop culturally, emotionally, intellectually and socially. This will enable them to communicate confidently and effectively, to allow them to become a successful global citizen.

One of our key aims is for children to read for pleasure. One key method we use to implement this at Pensford Primary School is through the role of Reading Ambassadors. The children selected to become Reading Ambassadors role is to read the new books that parents, carers and governors have very kindly bought for the school library and to produce a recorded book review to highlight who the intended audience is, the plot and what rating they would give the book. Their aim is to promote their love of learning to the school. To see these reviews please click on the following link <http://www.pensford.bathnes.sch.uk/Reading-Ambassadors/>.

We strongly believe that Reading across the Curriculum is also a key method for children to both improve their reading skills and to improve their enjoyment in reading. We have developed a long term plan for 2 years (please see the list of topics on pages 5 and 6) and we are developing a range of books linked to our wide variety of topics in order to help the children with their understanding of the topic, their reading ability and level of enjoyment.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Terms 5 &amp; 6</b>	
<b>EYFS</b>	<p><b>RWI set 1 sounds</b></p> <p>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e</p> <p><b>Reading Tricky words – I, the, my, you, a</b></p>	<p><b>RWI set 1 sounds</b></p> <p>l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk,</p> <p><b>Reading Tricky words – no, go, to, into, said</b></p>	<p><b>RWI set 2 sounds set 1 repetition</b> (set 1 doubles: ss, ck, ff, ll, zz) ay, ee, igh, ow, oo, oo,</p> <p><b>Red Ditty: 1, 2, 3</b></p> <p><b>Reading Tricky words – your, put, be, of, he, are</b></p>	<p><b>RWI set 2 sounds set 1 repetition</b> ar, or, air, ir, ou, oy</p> <p><b>Reading Tricky words – all, like, she, me, was</b></p>	<p><b>RWI set 3 sounds set 1 &amp; 2 repetition</b> ee, oi, aw, are, ur, er, ow, ai, oa, ew,</p> <p><b>Reading Tricky words – what, so, they, some</b></p>	
<b>Year 1</b>	<p><b>RWI set 3 sounds</b> ea, oi, a-e, l-e, o-e, u-e</p> <p>Consolidation week</p> <p>Tricky words: saw, watch, by small their says who, tall, call, brother, were</p>	<p><b>RWI set 3 sounds</b> Aw, are, ur, er, ow</p> <p>Consolidation week</p> <p>Tricky words: one, I'm, I've, there, any where, does, other, two</p>	<p><b>RWI set 3 sounds</b> Ai, oa, ew ire, ear</p> <p>Consolidation week</p> <p>Tricky words: could, would, water, wash, anyone, over, wasn't, school, through, once, son, whole, people</p>	<p><b>RWI set 3 sounds</b> Ure, oor, ore, tion, cious, tious</p> <p>Tricky words: come, through, many, mother, ask, today, has, father here, buy, bought</p>	<p>Phonics consolidation – preparation for Phonics screening</p> <p>Tricky words: should, great, above, someone, another, walk, caught, worse, everyone, talk, thought</p>	<p>Compound words Division of words into syllables</p> <p>Tricky words: love, wear, friend, house, our, push, pull, full</p>

From year 2, the pupils will get taught to read using the whole class reading approach, where every class will have a challenging text to work on the reading skills of vocabulary, inference, prediction, explaining, retrieval and summarising. They will work on these using both the class text, non-fiction and poetry books, using a variety of texts, pictures and videos.

A typical timetable would look like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading focus	Recapping  Explanation of authorial intent	Vocabulary  Inference and retrieval	Vocabulary  Inference and retrieval	Vocabulary  Inference and retrieval	Prediction and summary
Text focus	Class text	Class text	Class text	Class text	Class text
Notes	No new reading- focus on what has been read	Pupils can read as well as teacher	Pupils can read as well as teacher	Pupils can read as well as teacher	No new reading- focus on what has been read

The texts the children will be studying each term are the following: Year A

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
	<b>Duckling</b>				
<b>Title</b>	Time to Wonder		Can I have a pet panda?		Where can I find a pirate?
<b>Text</b>	The Family Book (by Todd Parr) Avocado Baby We are all wonders (Lost and Found)		Farmer Duck Goodnight Gorilla Supermarket Zoo That's not my teddy		That's not my pirate That's not my train That's not my car The Marvellous Moon Ride The Night Pirates
	<b>Dragonfly</b>				
<b>Title</b>	Whose party is it?	Fire!	How do I get to ....?	Where are all the wild things?	Once upon a time
<b>Text</b>	Handa's Surprise The Tiger who came to tea.	Toby and the Great Fire of London The Great Fire of London (non fiction)	Mr Gumpy's Outing, Mr Gumpy's Motor car Lost and Found	Where are all the wild things? How to hide a lion	, Tell me a dragon The Clockwork Dragon Prince Cinders Little Red Jim and the Beanstalk
	<b>Otter</b>				
<b>Title</b>	North East South West	Robots	The Greatest Show	Down In The Valley	Snap, Crackle and Pop!
<b>Text</b>	The Boy Who Biked the World	Operation Gadgetman	The Polar Bear Explorers' Club	Letters from the Lighthouse	The Train to Impossible places
	<b>Kingfisher</b>				
<b>Title</b>	Mmmmm chocolate	Why aorta keep fit?	"Marvellous Mayans"	Were we a fish?	Dragons' Den
<b>Text</b>	The boy in the back of the class	Pig-heart boy	Orphans of the Tide	Holes	Can you see me?

Year B

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
	<b>Duckling</b>				
<b>Title</b>	How do you do?		Can I have a pet panda?		Where can I find a pirate?
<b>Text</b>	The Family Book (by Todd Parr) Avocado Baby We are all wonders (Lost and Found)		Farmer Duck Goodnight Gorilla Supermarket Zoo That's not my teddy		That's not my pirate That's not my train That's not my car The Marvellous Moon Ride The Night Pirates
	<b>Dragonfly</b>				
<b>Title</b>	Our amazing world	Toy Story	We are artists	Maps and routes	Seaside and weather
<b>Text</b>	Beegu Man on the Moon	Traction Man The Amelia Jane collection	The day the crayons quit The colour monster	Mrs Armitage on Wheels Meercat Mail	Storm Whale Storm Whale in winter Giant Jelly Jaws and the pirates.
	<b>Otter</b>				
<b>Title</b>	Can you walk like an Egyptian?	The Stone Age	Rainforests	Vikings & Anglo Saxons	Dig for victory?
<b>Text</b>	Fantastic Mr Fox	Planet Omar	The Miraculous Journey of Edward Tulane		The Legend of Podkin One Ear
	<b>Kingfisher</b>				
<b>Title</b>	What's out there?	Who let the gods out?	Is it me or is it hot in here?	Victorious Victorians?	How steady is your ... .. ...?
<b>Text</b>	House of Chicken Legs	Who let the gods out?	Where the World Turns Wild	Wonder	Crater Lake

The poems the children will be studying each term are the following: Year A

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
	<b>Duckling</b>				
<b>Title</b>	How do you do?		Can I have a pet panda?		Where can I find a pirate?
<b>Poem</b>	Hey Diddle Diddle, The Wheels on the Bus, Here we go round the Mulberry Bush The old man of Peru Kite Bugs		Hickory Dickory Dock Rainy Day Rhymes The Park How to write Poems Row row row your boat Billy is blowing his trumpet		Five currant buns Rickety Train Ride Head Shoulders Knees and Toes A Bedtime Poem Old MacDonald Five little ducks.
	<b>Dragonfly</b>				
<b>Title</b>	Whose party is it?	Fire!	How do I get to ....?	Where are all the wild things?	Once upon a time
<b>Poem</b>	Poem performances by Michael Rosen		On the Ning Nang Nong by Spike Milligan		The spider and the fly- Mark Howitt
	<b>Otter</b>				
<b>Title</b>	North East South West	Ris of the Robots	Extreme environments	Grow your own	Hail Ceasar (...with a snap, crackle and pop)
<b>Poem</b>	'For Forest' & 'Sun is...' by Grace Nichols Autumn is here				'Still I Rise' by Maya Angelou
	<b>Kingfisher</b>				
<b>Title</b>	Mmmmm chocolate	Why aorta keep fit?	"Marvellous Mayans"	Were we a fish?	Dragons' Den
<b>Poem</b>	'Jabberwocky' by Lewis Carroll		'Dulce et Decorum Est' by Wilfred Owen		'The Moment' by Margaret Atwood

Year B

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
	<b>Duckling</b>				
<b>Title</b>	How do you do?		Can I have a pet panda?		Where can I find a pirate?
<b>Poem</b>	Hey Diddle Diddle, The Wheels on the Bus, Here we go round the Mulberry Bush The old man of Peru Kite Bugs		Hickory Dickory Dock Rainy Day Rhymes The Park How to write Poems Row row row your boat Billy is blowing his trumpet		Five currant buns Rickety Train Ride Head Shoulders Knees and Toes A Bedtime Poem Old MacDonald Five little ducks.
	<b>Dragonfly</b>				
<b>Title</b>	Our amazing world	Toy Story	We are artists	Maps and routes	Seaside and weather
<b>Poem</b>	Please Mrs Butler by Allan Aahlberg		The owl and the pussycat by Edward Lear		Wind on the Mill by AA Milne
	<b>Otter</b>				
<b>Title</b>	Going Global	Raiders or traders  The Stone Age	Can you walk like an Egyptian?	Roaming through the Rainforest	Down in the Valley
<b>Poem</b>	'If I were in charge of the world'		'River' by Valerie Bloom		'The River,' by Valerie Bloom
	<b>Kingfisher</b>				
<b>Title</b>	What's out there?	Who let the gods out?	Is it me or is it hot in here?	Victorious Victorians?	How steady is your .. _ .. ...?
<b>Poem</b>	'Witches Chant' by William Shakespeare	Twas The Night Before Christmas			'The Raven' by Edgar Allen Poe



		<b>Clement Clarke Moore</b>			
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How to read with your child:

We take active steps for all adults to read with children for pleasure. If you are unsure of the best way to read with your child, then please [click here](#) to watch a video

You can download a guide to support your child's reading at home following a link below:

[Reception](#)

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

[Here](#) you can download an information pack that explains what the reading levels mean

Below you can download a copy of the bookmarks that will support your child with reading at home.

[Reception](#)

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

For a list of books for your child to read please click on your child's age group

[Reception](#)

[KS1](#)

[Lower KS2](#)

[Upper KS2](#)