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| **St Thomas of Canterbury Catholic Primary**  **English -Reading Overview** | | | | | | | |
|  | | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Reception** | Topic | Decoding – phonics  YR red words – sight recognition | Decoding – phonics/red words – sight recognition  Nursery Rhymes and Rhyming Strings | Decoding – phonics/red words – sight recognition  Recounting familiar stories | Decoding – phonics/red words – sight recognition  Talking about books | Decoding – phonics/red words – sight recognition  Fiction/non-fiction | Decoding – phonics/red words – sight recognition  Prediction  Traditional Tales - recounting |
| National Curriculum Coverage | -say the sound for each letter and letter blend (set 1 sounds)  -quickly say the sound for each letter and letter blend (set 2 sounds)  -read unfamiliar words by blending sounds  -read red words on word ring (ongoing) | -say some nursery rhymes  I can continue a rhyming string  -hear and say the initial sound in a word  -hear and say the final sound in a word  -hear and say the middle sound in a word | -read my full name  -start to read captions and labels around the room  -talk about the story I have read  -recount some familiar stories | -talk about a story that has been read to me  -talk about my favourite types of books  -discuss the meaning of the book title | -describe a non-fiction book  -describe a fiction book  -link what I read to my own experiences | -discuss new words and talk about their meaning  -predict what might happen  - recognise and join in with repeated words and phrases  -recount some traditional tales |
| **1** | Topic | Decoding  Y1 red words  Discuss title and the importance of main events | Retrieval  Suffix words  Polysyllabic words  Contractions  Self-correction | Inference  Language for understanding of the text  Comprehension of a range of texts | Language for Effect  Unpick pronouns and instead of said words  Link events to own experiences | Themes and Conventions  Prediction  Read aloud for meaning and with appropriate expression and pace | Others  Remember and retell stories, traditional tales and poems  Discuss books in class and link to own experiences |
| National Curriculum Coverage | -use phonics to read words  -quickly say the sound for each letter and letter blend (all 40+ sounds)  -read unfamiliar words by blending sounds  -read red words (and know why they are unusual)  -discuss the meaning of the title and the importance of events | -read words with sounds I have learnt and –s, -es, -ing, -ed, -er and –est endings  -read other words (using learnt sounds) with more than one syllable  -read words with contractions, understanding that the apostrophe takes the place of the missing letter(s)  -check that the text makes sense to me as I read and correct my mistakes | -use what I already know, background information and vocabulary provided by the teacher  -explain clearly my understanding of what is read to me  -discuss and say what I think about a wide range of poetry, stories and non-fiction that are difficult for me to read on my own | -work out what is being suggested (inferred) by what is said and done  unpick key words (eg. pronouns, instead of said)  -link what I read to my own experiences  -discuss new words, linking their meaning to words I already know | -predict what might happen  -recognise and join in with repeated phrases  -use phonics to read out loud accurately  -re-read books to build up my fluency and confidence in word reading | -get to know some stories, fairy tales and traditional tales for retelling  -enjoy rhymes and poems and can recite some by heart  -discuss what is read in class, taking turns and listening to what others say |
| **2** | Topic | Decoding  Polysyllabic words  Common suffix words  Y2 red words | Retrieval  Self-correction  Explain and discuss a range of genres (inc poetry) | Inference  Compose own questions  Sequencing  Empathy for characters | Language for Effect  Prediction  Non-fiction conventions | Themes and Conventions  Fiction and poetry themes  Retelling stories and linking themes | Others  Fairy tales  Traditional tales  Poetry |
| National Curriculum Coverage | -use phonics to read until reading is fluent  -read accurately by blending learnt sounds  -recognise how the same letters can sometimes give different sounds  -read words with two syllables or more by blending sounds  -read words with common suffixes  -read more red words (and know why they are unusual) | -read most words quickly and accurately  -check that the text makes sense to me as I read and correct my mistakes  -use background information and vocabulary  Ito make sense of the text  -explain and discuss books, poems and other texts  -discuss a wide range of poetry, stories and non-fiction | -answer and ask questions  -discuss the sequence of events in books  -make inferences on the basis of what is being said and done  -real life context/ empathising  -unpick key words (eg. pronouns, instead of said) | -clarify the meaning of new words  -discuss my favourite words and phrases  -predict what might happen  -read non-fiction books that are structured in different ways | -recognise simple language that is repeated in stories and poetry  -use phonics to read out loud accurately, sounding out new words accurately and without too much hesitation  -re-read books to build up my fluency and confidence | -know and re-tell a wider range of stories, fairy tales and traditional tales  -learn more poems by heart  -take part in discussion about books, poems and other texts, -take turns and listen to what others say |
| **3** | Topic | Anne Fine  Children’s Classics Vol 1  Children’s Classics Vol 2  Colours  Dick King Smith  Different Cultures | Disney Songs  Forces  Greece  Hearing Impairment  Internet Safety  Keeping Healthy | Light and Shadows  Lighthouses  Monsters  Notable People Vol 1  Notable People Vol 2  Novels Volume 1 | Novels Volume 2  Philip Reeves and Sarah Mcintyre  Picture Books Volume 1  Picture Books Volume 2  Plants  Poetry Volume 1 | Poetry Volume 2  Prehistoric Britain  Roald Dahl  Robots  Rocks and Fossils  Shang Dynasty | Songs  Songs from Musicals  Spiders  Towns, Cities and Villages  Weather |
| *National Curriculum Coverage* | -root words, prefixes and suffixes to read aloud  -understand the meaning of new words  -read a wide range of exception words (and know why they are unusual)  -find and record information from fiction and non-fiction  - identify main ideas drawn from more than one paragraph and summarise these | - draw inferences (eg. inferring characters’ feelings, thoughts and motives for their actions) and back them up with evidence  -real life context/ empathising  -unpicking key words (eg. pronouns, instead of said, show not tell, working out unknown words)  -explain the meaning of words in context | -predict what might happen next and discuss reasons why  -identify how structure and presentation contribute to meaning  - identify how language contributes to meaning  -identify themes and conventions in a wide range of books | -ask questions to improve my understanding of a text  -read a wide range of books, including fairy stories, myths and legends, and can retell some of these  -select appropriate reading material for a task (eg. for learning in history, geography, science) | -use a dictionary to check the meaning of words I have read  - discuss a wide range of fiction, poetry, plays, non-fiction & reference books  -build on others’ ideas and opinions about a text in discussion  -make links between texts (characters and storylines) | -discuss and note down words that the author has used to capture the reader’s interest and imagination  -recognise some different forms of poetry (e.g. free verse, narrative poetry, song)  -show understanding through tone, volume and action when reading out/ perform poems and play scripts |
| **4** | *Topic* | Armistice Day  Children’s Classics vol 1 and 2  Chinese New Year  Disney Songs  Electricity | Guy Bass  Habitats  International Women’s Day  Jennifer Killick  Mental Health | Migration  Money  Notable People vol 1 & 2  Novels vol 1 & 2 | Picture Books vol 1 & 2  Poetry vol 1  Poetry vol 2  Rabbits | Recycling  Rivers  Romans  Songs  Songs from Musicals  Sports People | States of Matter  Teeth  Vikings  Witches and Wizards |
| *National Curriculum Coverage* | -use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words  - read a wide range of exception words  -find and record information from fiction and non-fiction  -identify main ideas drawn from more than one paragraph and summarise these | -draw inferences (eg. inferring characters’ feelings, thoughts and motives for their actions)  -back ideas up with evidence  -real life context/ empathising  -unpick key words (eg. pronouns, instead of said, show not tell, working out unknown words)  -explain the meaning of words in context | -predict what might happen  -identify how structure and presentation contribute to meaning  -identify how language contributes to meaning  -identify themes and conventions in a wide range of books | -ask questions to improve my understanding of a text  -read a wide range of books, including fairy stories, myths and legends, and can retell some of these  -select appropriate reading material for a task (eg. for learning in history, geography, science) | -discuss a wide range of fiction, poetry, plays, non-fiction & reference books  -build on others’ ideas and opinions about a text in discussion.  -use a dictionary to check the meaning of words  -make links across genres with storylines and characters | -discuss and note down words that the author has used to capture the reader’s interest and imagination  -recognise some different forms of poetry (e.g. free verse, narrative poetry)  -show understanding through tone, volume and action when reading out/ performing poems and play scripts |
| **5** | *Topic* | Antarctic Explorers  Beetles  Brazil  Changing Materials  Children’s Classics vol 1 & 2 | Peter Pan  Christmas  Circuses  Disney Songs  Energy/Forces  Equality | Frank Cottrell-Boyce  Great Openings  Islands/Leprosy  Kate DeCamillo  Life Cycles  Medieval Monarchs | Michael Morpurgo  Middle Eastern Countries  Nigera  Notable People vol 1 & 2 | Novels vol 1 & 2  Picture Books vol 1 & 2  Poetry vol 1 & 2 | Rainforests  Sia  Songs  Songs from Musicals  Space  Titanic |
| *National Curriculum Coverage* | -use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words  -find, record and present information from non-fiction  -summarise main ideas drawn from more than one paragraph and identify key details that support the main ideas  -draw inferences (eg. inferring characters’ feelings, thoughts and motives for their actions) and back them up with evidence | -real life context/ empathising  -unpicking key words (eg. pronouns, instead of said, show not tell, working out unknown words)  -discuss understanding of a text and explore the meaning of words in context  -predict what might happen from details stated and implied | -identify how structure and presentation contribute to meaning  -identify how language contributes to meaning  -discuss and evaluate how authors use language (including figurative language), considering impact on the reader  -tell the difference between statements of fact and opinion | -make comparisons within and across books  -identify and discuss themes and conventions in and across a wide range of writing  -ask questions to improve my understanding of a text  -read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books | -read a wide range of books, including myths, legends & traditional stories, modern fiction and books from other cultures  -recommend books to classmates, giving reasons  - select appropriate reading material and read for a range of purposes (eg. for learning in history, geography, science)  -build on others’ ideas and opinions about a text in discussion and challenge views courteously.  -provide sensible explanations for views | -explain and discuss understanding of texts (including through formal presentations and debates), maintaining a focus on the topic and using notes where appropriate  - learn a wider range of poetry by heart  - prepare poems and plays to read aloud and to perform, using tone and volume to ensure the meaning is clear to an audience |
| **6** | *Topic* | Animals including Humans  Autism  Children’s Classics vol 1 & 2  Civil Rights  Critiquing the Media | Drugs and Alcohol  Electricity  Evolution  Ibtihaj Muhammad  Industrial Revolution  Inspirational Women | Katherine Rundell  Light  Liverpool  Living Things and their Habitats  Magic  Notable People vol 1 & 2 | Novels vol 1 & 2  Picture Books vol 1 & 2  Piers Torday  Poetry vol 1 & 2 | Pompeii  Population  Resilience  Songs  Songs from the Musicals  Spies | Spooky Openings  The Arrival  The Raven  Verse Novels  World War 2 |
| *National Curriculum Coverage* | *- use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words I meet*  *- find, record and present information from non-fiction*  *-summarise main ideas drawn from more than one paragraph and identify key details that support the main ideas* | *-draw inferences (eg. inferring characters’ feelings, thoughts and motives for their actions) and back them up with evidence*  *-real life context/ empathising*  *unpick key words (eg. pronouns, instead of said, show not tell, working out unknown words)*  *-discuss understanding of a text and explore the meaning of words in context* | *-predict what might happen from details stated and implied*  *-identify how structure and presentation contribute to meaning*  *-identify how language contributes to meaning*  *-discuss and evaluate how authors use language (including figurative language), considering impact on the reader* | *-tell the difference between statements of fact and opinion*  *-make comparisons within and across books*  *-identify and discuss themes and conventions in and across a wide range of writing*  *-ask questions to improve understanding of a text* | *-read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books*  *- show understanding of a wide range of books, including myths, legends & traditional stories, modern fiction and books from other cultures*  *-recommend books I have read to my classmates, giving reasons for my choices*  *-select appropriate reading material and read for a range of purposes (eg. for learning in history, geography, science)* | *-build on others’ ideas and opinions about a text in discussion and challenge views*  *- provide sensible explanations for my views*  *-explain and discuss my understanding of texts (including through formal presentations and debates), maintaining a focus on the topic and using notes where appropriate*  *- learn a wider range of poetry by heart*  *-prepare poems and plays to read aloud and to perform, using tone and volume to ensure the meaning is clear to an audience* |