|  |
| --- |
| **St Thomas of Canterbury Catholic Primary** **English -Reading Overview**   |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Reception** | Topic | Decoding – phonicsYR red words – sight recognition | Decoding – phonics/red words – sight recognitionNursery Rhymes and Rhyming Strings | Decoding – phonics/red words – sight recognitionRecounting familiar stories | Decoding – phonics/red words – sight recognitionTalking about books | Decoding – phonics/red words – sight recognitionFiction/non-fiction | Decoding – phonics/red words – sight recognitionPredictionTraditional 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 rhymesI 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 | DecodingY1 red wordsDiscuss title and the importance of main events | RetrievalSuffix wordsPolysyllabic wordsContractionsSelf-correction | InferenceLanguage for understanding of the textComprehension of a range of texts | Language for EffectUnpick pronouns and instead of said wordsLink events to own experiences | Themes and ConventionsPredictionRead aloud for meaning and with appropriate expression and pace | OthersRemember and retell stories, traditional tales and poemsDiscuss 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 doneunpick 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 | DecodingPolysyllabic wordsCommon suffix wordsY2 red words | RetrievalSelf-correctionExplain and discuss a range of genres (inc poetry) | InferenceCompose own questionsSequencingEmpathy for characters | Language for EffectPredictionNon-fiction conventions | Themes and ConventionsFiction and poetry themesRetelling stories and linking themes | OthersFairy talesTraditional talesPoetry |
| 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 FineChildren’s Classics Vol 1Children’s Classics Vol 2ColoursDick King SmithDifferent Cultures | Disney SongsForcesGreeceHearing ImpairmentInternet SafetyKeeping Healthy | Light and ShadowsLighthousesMonstersNotable People Vol 1Notable People Vol 2Novels Volume 1 | Novels Volume 2Philip Reeves and Sarah McintyrePicture Books Volume 1Picture Books Volume 2PlantsPoetry Volume 1 | Poetry Volume 2Prehistoric BritainRoald DahlRobots Rocks and FossilsShang Dynasty | SongsSongs from MusicalsSpidersTowns, Cities and VillagesWeather |
| *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 DayChildren’s Classics vol 1 and 2Chinese New YearDisney SongsElectricity | Guy BassHabitatsInternational Women’s DayJennifer KillickMental Health | MigrationMoneyNotable People vol 1 & 2Novels vol 1 & 2 | Picture Books vol 1 & 2Poetry vol 1Poetry vol 2Rabbits | RecyclingRiversRomansSongsSongs from MusicalsSports People | States of MatterTeethVikingsWitches 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 ExplorersBeetlesBrazilChanging MaterialsChildren’s Classics vol 1 & 2 | Peter PanChristmasCircusesDisney SongsEnergy/ForcesEquality | Frank Cottrell-BoyceGreat OpeningsIslands/LeprosyKate DeCamilloLife CyclesMedieval Monarchs | Michael MorpurgoMiddle Eastern CountriesNigeraNotable People vol 1 & 2 | Novels vol 1 & 2Picture Books vol 1 & 2Poetry vol 1 & 2 | RainforestsSiaSongsSongs from MusicalsSpaceTitanic |
| *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 HumansAutismChildren’s Classics vol 1 & 2Civil RightsCritiquing the Media | Drugs and AlcoholElectricityEvolutionIbtihaj MuhammadIndustrial RevolutionInspirational Women | Katherine RundellLightLiverpoolLiving Things and their HabitatsMagicNotable People vol 1 & 2 | Novels vol 1 & 2Picture Books vol 1 & 2Piers TordayPoetry vol 1 & 2 | PompeiiPopulationResilienceSongsSongs from the MusicalsSpies | Spooky OpeningsThe ArrivalThe RavenVerse NovelsWorld 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* |