



Intent and design What are we trying to achieve?

By promoting our school ethos of ‘Respect, Pride, Achieve’, together with our Red Kite Values, our young people will have the character traits, knowledge and skills to make a positive impact on the world.

C: *Culture* is embedded in our English curriculum through exposure to diverse literature which is selected to inform and educate about the wider world.

H: *Health* is valued, discussed, and debated using a range of diverse characters and role models.

A: We raise *aspirations* by providing opportunities to develop a love for reading and writing by immersing in, and inspiring through, a variety of carefully chosen texts and experiences.

I: We grow our literary *identity* through the reading of diverse texts that shape success in writing.

R: We use speaking, listening, reading, and writing to relate to specific audiences and purposes and explore character *relationships* throughout a variety of texts.

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| <p>Vision and aims for Reading in our school.</p> | <p>The reading curriculum at RPA is ... By promoting our school ethos of ‘Respect, Pride and Achieve’, together with our Red Kite Values, our young people will have the character traits, knowledge, and skills to make a positive impact on the world. All pupils at RPA will grow in their ability to decode, read with fluency, stamina, and appropriate pace. Their exposure to a range of increasingly challenging texts which are at the heart of our English curriculum are both relevant to life and our core values help students to understand the purpose and application for their reading skills.</p> <p>Outcomes for pupils regarding reading: The reading culture will ensure that all pupils develop a life-long love of reading, whether it be for information, pleasure, or other purposes. Pupils will be encouraged to respectfully express their opinions about a variety of texts through careful evaluation considering the context, purpose and audience.</p> |
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| <p>Key principles underpinning our curriculum.</p> | <p>Knowing more</p> <p>Remembering more</p> | <p>CLARITY OF PURPOSE</p> <p>The purpose of our reading curriculum is to succeed in making as many pupils as possible fluent readers. Exposing children to good quality literature to broaden pupils’ vocabulary and help them to have a better understanding of the world.</p> <p>Creating fluent readers is important because it underpins the entire curriculum as it is vital in children being able to read and understand information to be able learn.</p> <p>Pupils at RPA learn how to read through the Little Wandle phonics scheme. Once pupils are fluent in their letters and sounds pupils progress to Accelerated Reader where they read levelled books appropriate to their individual reading ability and age.</p> <p>A broad variety of texts are explored throughout the curriculum to expose children</p> | <p>PROGRESSION OF KEY CONCEPTS – Please refer to progression document.</p> <p><u>What a GR lesson should look like:</u> 5-part lesson. Well-paced lesson. Opportunity to read. Opportunity to practise VIPER skills. Book talk.</p> <p><u>Expectations of GR working wall:</u> Picture of the focus text visible to pupils. Vocabulary from the text. Work to support previous lessons for pupils to refer to.</p> |
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| | to a wide range of words to help build on their own vocabulary and knowledge. | | | | |
| | <p style="text-align: center;">CONNECTIONS</p> <p>Reading is vital across the entire curriculum and progression of school life. Children need to be able to read to access learning and in day-to-day life outside of school.</p> <p>Reading improves pupils' vocabulary, comprehension, and knowledge.</p> <p>Reading texts builds and strengthens connections between the spoken word and written word.</p> <p>Reading is a key life skill needed for adult and working life.</p> <p>Being exposed to books of interest develops a love for reading which creates comfort, relaxation, happiness, and fun.</p> <p>Storytelling in school brings language learning alive and creates a participatory and immersive experience that allows Young Learners to enjoy hearing the language in a dynamic, sometimes stylistic and entertaining way. Participation using key vocabulary and phrases can create an awareness of rhythm and structure. This atmosphere of play and creative expression creates an appetite for more similar experiences. Students who have enjoyed storytelling in class often ask for more stories and feel motivated and encouraged to create and tell, act out or illustrate their own stories in a variety of ways.</p> | <p>Sticky Vocab – Ambitious words that the children learn each topic related to curriculum learning. Words identified as important that are build on each year.</p> <p>Ninja Words – Words specific to literacy lessons/book talk that can be magpie and used in pupils written work.</p> <p>Little Wandle Grow the Code Mat – Displayed in all classrooms from EYFS to Yr 6 to remind pupils of different sounds.</p> <p>Subject Specific – Science words (displayed on rockets), maths words on working wall.</p> <p>AR – Vocabulary Quizzes – Provided on some of the KS2 books for pupils to complete and be quizzed on based on the text they have read.</p> | Refer to skills progression in reading document. | <p>Book driven curriculum – At the heart of the curriculum in planning, teaching, and learning.</p> <p>Library area – Pupils can access during lunch times to read books or quiz on AR.</p> <p>Library time – Each class has a dedicated library time and the opportunity to take home an additional book to read for pleasure that might not be an AR book.</p> <p>Reading corner within each classroom for pupils to access for additional reading for pleasure material. Also provides a calm relaxing space within the class.</p> <p>Monday picture book assembly – Yearly themes i.e. Equality and diversity / Eco Sustainability with follow up tasks in class.</p> | <p>Use of assessment</p> <p>Phonics assessments.</p> <p>AR star reading assessment x3 a year.</p> <p>AR quizzes.</p> <p>Assessments in guided reading sessions.</p> <p>Reading PiXL papers.</p> <p>1.1 Reading with the bottom 20% readers per class.</p> |

Values Our curriculum is underpinned by our British values, equalities, school ethos and the need to build cultural capital for all our pupils.

Implementation

How do we organise learning?

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| Components of Reading. | Lessons 30mins 1xAR session a week. | Events | Visits/visitors | Learning outside the classroom | Environment |
| | | World Book Day Poetry Day Family reading mornings on a Wednesday. Author visits. | Madison Rowley author visit. Library visits. | | |

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| Key aspects to develop (subject specific) | Transferable knowledge and understanding VIPERS | Subject specific knowledge | Consistency of reading displays with VIPER focus clear and text that is being studied. | Application of basic skills: Speaking and listening, phonics, reading |
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Big Picture for Reading



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| | Talk for Reading PiXL Reading papers | Guided reading sessions can be linked to cross curricular topics. | Application of AR in classrooms – AR sessions once a week. | fluency, vocabulary, comprehension, handwriting and GPAs. |
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| Contexts | <p align="center">Contexts for Learning – Project themes – Big Questions - Sticky Words <i>Authentic purposes and contexts for learning: Berger 2006</i> Starting with the end in mind!</p> |
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EYFS – Where it all starts!

| Skills | | Nursery Progression | | | | | Reception Progression | | | | |
|---------|------------------------|--|---|---|--|--|---|--|---|--|--|
| Reading | Language comprehension | Enjoy sharing books with an adult | Have favourite books and seek them out, to share with an adult, with another child, or to look at alone | Say some of the words in songs and rhymes | Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo | Repeat words and phrases from familiar stories | Develop play around favourite stories using props | Ask questions about the book | Engage in extended conversations about stories, learning new vocabulary | Understand the names of the different parts of a book, page sequencing and that we read English text from left to right and from top to bottom | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary |
| | | Enjoy songs and rhymes, tuning in and paying attention | | | Sing songs and say rhymes independently, for example, singing whilst playing | | | Makes comments and share their own ideas | Anticipate (where appropriate) key events in stories | | Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play |

| Skills | | Nursery Progression | | | | | Reception Progression | | | | | | | |
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| Word Reading | | Notice some print, such as the first letter of their name, a bus or a familiar logo | Count or clap syllables in a word | Exposure to nursery rhymes and rhymes in stories. | Recognise words with the same initial sound, such as money and mother | Read individual letters by saying the sounds for them | Bend sounds into words | Begin to read short words made up of known letter-sound correspondences | Read a few common exception words matched to the school's phonic programme. | Read some letter groups that each represent one sound and say sounds for them. | Read words consistent with phonic knowledge by sound-blending. | Say a sound for each letter in the alphabet and at least 10 digraphs from Phase 3. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment |
| | | | | Begin to spot rhymes in stories | | | | | | | | | | |



| Skills | | Nursery Progression | | | | Reception Progression | | | | Links to KS1 Curriculum |
|--|---|---|--|---|--|---|--|---|---|---|
| Listening, Attention and Understanding | Listening | Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') | Listen to simple stories and understand what is happening, with the help of pictures | Easily locates sound sources and can talk about sounds heard | Enjoy listening to longer stories and can remember much of what happened | Understand how to listen carefully and why listening is important | Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound | Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whoe class discussions and small group interactions | Listen and respond appropriately to adults and peers. Gain, maintain and monitor the interest of the listener(s). |
| | Attention | Can find it difficult to pay attention to more than one thing at a time | | | | Engages in story times | Make comments about what they have heard | Hold conversation when engaged in back and forth exchanges with teacher and peers | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | |
| | Understanding Questions & Instructions | Understands 'why' questions | | Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" | | Ask questions to clarify understanding | | | Ask relevant questions to extend understanding and knowledge | |

| Skills | | Nursery Progression | | | | Reception Progression | | | | Links to KS1 Curriculum |
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| Speaking | Rhymes and Songs | Join in with nursery rhymes. | Sings a large repertoire of songs | Knows many rhymes | | Listen carefully to rhymes and songs, paying attention to how they sound | Learn rhymes, poems and songs | | | Learn to appreciate rhymes and poems, and to recite some by heart |
| | Express Self | Start and continue a conversation with an adult or friend with many turns | Use longer sentences of 4-6 words | Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions | Use talk to organise play: "Let's go on a bus... you sit there... I'll be the driver" | Articulate ideas and thoughts in well-formed sentences | Connect one idea or action to another using a range of connectives | Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen Develop social phrases | Participate in small group, class and one to one discussions, offering own ideas, using recently introduced vocabulary. Express ideas and feelings about experiences using full sentences. | Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings. |
| | Vocabulary | Use a wide range of vocabulary | | | | Learn new vocabulary | Use new vocabulary throughout the day | Use new vocabulary in different contexts | Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate |



Progression in Reading

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Decoding | <ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts | <ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet |

Big Picture for Reading



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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Range of Reading</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 | <ul style="list-style-type: none"> 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 they can read independently | <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes | <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes | <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books | <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Familiarity with texts</p> | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 and discussing themes and conventions in and across a wide range of writing | <ul style="list-style-type: none"> 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 and discussing themes and conventions in and across a wide range of writing |



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| Poetry & Performance | <ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart | <ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry | <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry | <ul style="list-style-type: none"> • learning a wider range of poetry by heart • 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 | <ul style="list-style-type: none"> • learning a wider range of poetry by heart • 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 |
| Word meanings | <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known | <ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases | <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read | <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read | | |
| Understanding | <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 | <ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • 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 | <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 *identifying main ideas drawn from more than one paragraph and summarising these | <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 *identifying main ideas drawn from more than one paragraph and summarising these | <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |

Big Picture for Reading



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| Inference | <ul style="list-style-type: none"> • discussing the significance of the title and events • making inferences on the basis of what is being said and done | <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| Prediction | <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied |
| Authorial Intent | | | <ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning | <ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning | <ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | <ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| Non-fiction | | <ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways | <ul style="list-style-type: none"> • retrieve and record information from non-fiction | <ul style="list-style-type: none"> • retrieve and record information from non-fiction | <ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction | <ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction |



Big Picture for Reading



Discussing reading

- 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

- participate in discussion about books, poems & other works that are read to them & 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

- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- recommending books that they have read to their peers, giving reasons for their choices
- participate in discussions about books, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views

- recommending books that they have read to their peers, giving reasons for their choices
- participate in discussions about books, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, • provide reasoned justifications for their views



Big questions

| | <u>EYFS</u> | <u>Y1</u> | <u>Y2</u> | <u>Y3</u> | <u>Y4</u> | <u>Y5</u> | <u>Y6</u> |
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| AUTUMN 1 | Understanding the World. | What's the weather like today? | Who are famous people and how have they made an impact on the world? | Who first lived in Britain? | How is a river formed? | Who were the Vikings? | What is Rushden best known for? |
| Guided Reading Book Studies. | Little Wandle - Guided reading. | Little Wandle -Guided reading | Little Wandle - Guided reading | Stone Houses (nonfiction) Stig of the Dump (narrative) Skara Brae (nonfiction) | Flotsam by David Wiesner The Brilliant Deep: Rebuilding The World's Coral Deep by Kate Mesner and Matthew Forsythe | Beowulf by Michael Morpurgo Arthur and the golden rope by Joe Todd Stanton | Boy in the Tower |
| Cross Curricular texts. | | | Malala's Magic Pencil Henri Matisse: The Cut-outs | The Boy with the Bronze Axe by Kathleen Fidler Stone Girl Bone Girl Laurence Anholt | | | Moth Goodnight Stories for Rebel Girls Stories for Boys who Dare to Be Different |
| AUTUMN 2 | Understanding the World. | What do I know about where I live? | Who are famous people and how have they made an impact on the world? | What makes an Earth Angry? | Which European country would Alice visit? | How were mountains formed? | How did World War 2 impact on our local area? |
| Guided Reading Book Studies.Studies. | Little Wandle - Guided reading. | Little Wandle - Guided reading. | Elves and the Shoemaker The Pied Piper Stephen Hawking | The Firework makers daughter – Phillip Pullman Find out Earth | Curious collectors Amazing Islands. | Journey to the River Sea by Eva Ibbotson My side of the mountain by Jean Craighead George | Letters from the Lighthouse |
| Cross Curricular | | | | Escape From Pompeii Christina Balit | | | |
| SPRING 1 | What makes me, me? | How were our grandparents' toys different to ours? | Where in the world do, we live? | How advanced were the civilizations around 3000 years ago? | Who were the Romans and why were they so powerful? | I'm a Year student, get me out of here! | How has crime and punishment changed through the ages? |
| Guided Reading Book Studies. | Little Wandle - Guided reading. | Little Wandle - Guided reading. | The Snowflake The Magic Finger – Roald Dahl. | A Mummy Ate my Homework by Thiago De Moraes | Defenders: Dark Arena | The Promise by Nicola Davies Spiderwick Chronicles by Tony Diterlizzi and Holly Black | Sky Song |



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| Cross Curricular Links | | | A Blaze with Colour (Art) Guess How Much I Love You – (RE) | The Egyptian Cinderella Shirley Climo Egyptology Emily sands Cinderella Dinara Mirtalipova Egypt National Geographic | | | Dear Green peace |
| SPRING 2 | | Why is London our capital city? | What do we know about the Great Fire of London? | How advanced were the civilizations around 3000 years ago? | What was the battle like between the Anglo-Saxons and the Vikings for the kingdom of England? | How did the Tudors change the way we worshipped? | How has crime and punishment changed through the ages? |
| Guided Reading Book Studies. | | | The Rainforest book The Great Kapok Tree | Non-fiction Cleopatra Non-fiction Ancient Animals | Viking Voyagers The Girl Who Stole an Elephant. | Street Child by Berlie Doherty Treason by Berlie Doherty Eyewitness Tudor by DK | Monster Calls |
| | | | Yr2 Pixl Extract – Dicuuous and Evergreen trees. | Secrets of a Sun King Emma Carrol Secrets of the Nile Tasha Alexander | | | Room 13 |
| SUMMER 1 | | Who were the Victorians? | Which is the best route for Scaredy Squirrel to take to the dam? | How did the desire to conquer space create many heroes and heroines? | Physical Features: What causes an earthquake? | Why should the rainforests matter to all of us? | When was the Golden Age of Islamic history? |
| Guided Reading Book Studies. | | | Hodgeheg Poems Aloud | Space Band by Tom Fletcher The Skies Above My Eyes by Charlotte Guillain | Apes to Zebras – Shape poems. Mayhem Mission | Phoenix by SF Said Unfolding Journeys Amazon Adventure 1 by Lonely Planet Kids | Tales from the Arabian Nights |
| | | | | | | | Black Dog |



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| SUMMER 2 | | Why can't a meerkat live in the North Pole? Or Why can't a penguin live near the equator? | Where would you want to live: Kenya or England? | Where in the United Kingdom is Rushden? | Why does Rushden exist in the first place? | What did the Ancient Greeks give the world? | Where is South America and what are its main geographical features? |
| Guided Reading Book Studies. | | | The Big Book of the Blue: Yuval Zommer Solve | Varjack Paw by S.F. Said | The Big Book of the UK. A world of cities. | Shaun Tan book study: The arrival The lost thing The viewer Cicada | The Curse of the Maya Mythopedia |
| | | | Meerkat Mail Yr2 PixL extract – Habitats. | Ice Bear by Jackie Morris | | | The Rain Player |

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| How to plan for progression: | Medium Term Planning: |
| | Identify the text that will be used to inform planning and teach from. Specify the VIPERS per week that you will study ensuring a good coverage of each skill. |
| | Identify prior learning . Pupils will already be familiar with VIPERS. Follow the Big Picture Document to ensure that no overlapping of texts happen that may have previously been taught. |
| | Identify gaps from reading PiXL analysis . What specific question types did the children struggle with answering? Was there a great disparity between fiction and nonfiction? Incorporate these into planning for further exposure. |
| | Identify other learning opportunities – can this learning be transferred into other subject's areas? <i>I.e. Reactivate – Pupils might read a volcano passage based on previous lessons learning and answer retrieval questions.</i> |
| Assess progress – Did children meet the learning objectives? CT marking should be visible in GR books and not just purple pen. Use GR books to inform CT judgement. | |

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| High Impact Teaching Strategies | Clarity of objectives: Link LI to VIPERS. | Modelling explicit teaching: Model answering text types. Decoding a text. Model good reading and unpicking of a text. | Questioning: Questioning should link to VIPER type. Questioning should be aimed at specific pupils focus pupils. | Practice - multiple exposures: A variety of question types linked to SATS style questions. Exposure to different text types. | Lesson design - teaching sequences Follow Rosenshine 5 part lesson. | Personalised feedback: Feedback via class teacher or peer assessment marking. | Collaboration: Staff meetings for CPD training in delivering reading. | Summarising learning and vocabulary: Vocabulary should be ambitious vocab identified from the text linked to the topic. | Challenge for all - low threshold, high ceiling: All pupils accessing work and extensions available to HA pupils. |
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Impact

How well are we doing? Are we making a difference? How do we know?

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| Work sample analysis | What do our books show? |
| Lesson observations | What is the quality of teaching, learning and use of assessment in lessons? Are teaching meeting 'working scientifically' in lessons? |
| Planning scrutiny | What does our planning show? |



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| Surveys | What do teacher audits say about this subject? |
| Interviews | What do the children say about their learning in this subject? What do the staff say about teaching this subject? |
| Standards | What do books/lesson observations/planning/interviews/learning environments tell us? |
| Coaching and Mentoring | What is the impact of coaching and mentoring? Support for colleagues in this subject? |
| Training | What is the impact of the training undertaken? |
| Learning Environment | How does the learning environment support learning in this subject area? |

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| To secure | High standards of achievement Attainment and Progress | Excellent behaviour and attendance | Independent thinkers and learners | Confident learners |
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| <p>How do we include/support children with SEND in ?????</p> | <p>Low ceiling - high threshold activities and questions. Adult support for 1:1's – when asked to work in a small group, a child with ASD may find this problematic. Adult support is there to repeat key instructions/ideas. Diagrams and pictures for visual learners are useful in ?????, particularly when looking at new concepts. Hands-on activities to help with understanding. Sheets with structured activities to help with organisation – use of task plans and checklists for tasks. Recap of previous learning at the start of each lesson to help children remember. Allow additional time for tasks if needed. Use of templates if needed. Scribing in books/on sheets if a child struggles with written tasks. Key vocabulary provided on working walls. ICT – computers/iPads/interactive boards to help with research, exploring ideas, present work. Alternative ways of recording – voice recording, video recording on iPads, photos of hands-on tasks. Use of pupil responses. Key vocabulary sent home – on overviews. Key vocabulary sent home and turned into matching games – matching definitions to words.</p> |
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