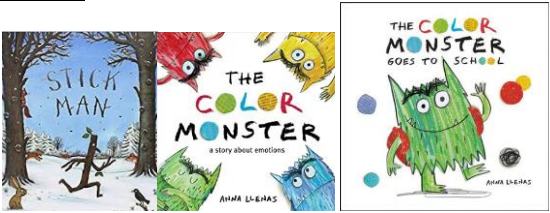
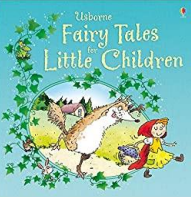


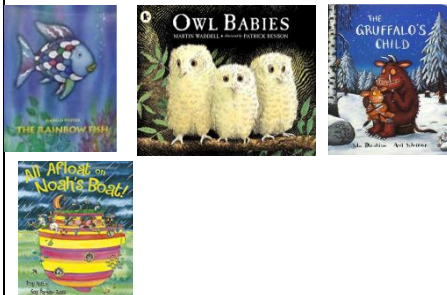
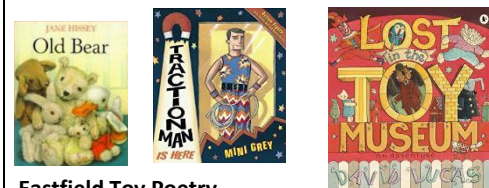

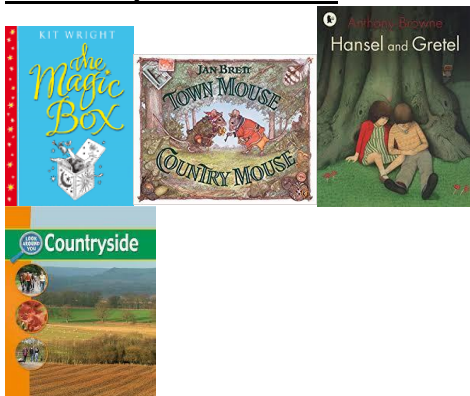


Reading Long Term Curriculum Plan

Foundation Stage Texts	Intent	Implementation
<p>Autumn</p>  <p>Spring Fairy Tales</p>  <p>Goldilocks, Little Red Riding Hood, The 3 Little Pigs, Humpty Dumpty</p>  <p>Summer Living things and mini beasts</p> 	<p>Intent</p> <p>It is our intention to develop a love of books as we believe this is the key to becoming a confident reader in the Foundation Stage at Eastfield. We base all our themed work around stories and non-fiction books, please see the key texts.</p> <p>The children are given a daily diet of reading whether this be in the form of story time, group reading sessions, information books in different areas of the provision, poetry and fiction books in the reading corner, or reading captions and labels outside in the environment. We ensure the children are immersed in an engaging reading environment and provide the children with as many opportunities as possible to find their love of books and reading.</p> <p>The children develop their reading techniques through daily phonics lessons and Talk for Writing lessons.</p> <p>Reading at home plays a vital role in developing the children's reading ability. The children get a regular reader sticker if they read at home 4 times or more per week.</p>	<p>Implementation</p> <p>We support reading and phonic development with activities linked to Phonological Awareness. This develops the ability to hear, identify, and manipulate the sounds of the language. It is important because it is the primary predictor of early reading and spelling skills as children enter Foundation Stage.</p> <p>Every day we have phonics sessions. We practise our writing and show how the letters are formed. We learn the sounds (phonemes) of the alphabet and a range of digraphs and trigraphs (2 or 3 letters that make a sound e.g. igh makes an 'i' sound in light.)</p> <p>We teach a new sound every day and the children practise and consolidate these sounds through playing games and taking part in reading activities. They blend (read) and segment (spell) words using the sounds they have learnt.</p> <p>The children move from phase 2 to 4 in phonics during their time in the foundation stage depending on their confidence and ability. We expect the children in Foundation Stage to be confident in Phase 3.</p> <p>We have one whole class reading session per week where the teacher models active reading (reading as a reader). They also read to an adult (a fully decodable book closely matched to their developing phonic level) one to one twice per week at least in their first term.</p> <p>We re-read our key text everyday and encourage children to engage in book talk and to join in with predictable phrases.</p>

Year 1 key Texts	Intent	Implementation
<p>Autumn</p>  <p>Spring</p>  <p>Eastfield Toy Poetry Anthology Puppet Instructions. Toy report – factfiles.</p> <p>Summer</p>  <p>Seaside reports – non-fiction</p>	<p>Intent</p> <p>We intend to develop the children’s fluency skills in year 1 so that they can read accurately and confidently by blending the sounds in words that contain common graphemes. We improve these skills further by modelling and teaching the children to use expression and take notice of punctuation when reading. We intend for all children to have completed the Little Wandle Letter and Sounds scheme by the end of year 1 in order for them to reach the expected level.</p> <p>We intend to nurture the children’s love and enjoyment of reading for pleasure by being good role models and reading to the children every day during story time. We share and discuss a wide range of poems, stories and non-fiction with the children that are beyond that which they can read independently. This exposes the children to a wide range of vocabulary and allows us to teach tier 2 words that children may not know.</p> <p>We encourage pupils to tell and retell lots of stories with enthusiasm, engagement and enjoyment and well-known rhymes. The children have opportunities to do this in our classroom reading areas and in small group sessions.</p>	<p>Implementation</p> <p>To implement our intent for reading in year 1, we develop a positive attitude and love of reading so that the children see themselves as ‘readers’ no matter what their ability. The Little Wandle Letters and Sounds scheme is followed and children have three small group sessions per week led by an adult. The children read independently, while the adult moves around the group, ‘tapping in’ to listen to each child read for two or three pages, depending on the length of the text. Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory.</p> <p>The children read decodable reading practice books which match their phonetic ability The reading practice sessions are designed to focus on three key reading skills: decoding, prosody: teaching children to read with understanding and expression, and comprehension: teaching children to understand the text. The comprehension questions are based on the five key reading strands we use at Eastfield, these strands are- vocabulary, finding key features, sequencing, predicting and inference.</p> <p>The children are allocated a home reading book once they have read it in the group sessions. This is changed on a weekly basis They also have a weekly library slot where they can choose a ‘pleasure book’ to borrow from school which we encourage them to share with an adult. The children are taught how to handle and look after the books.</p>

Year 2 Key Texts Autumn



Spring



Summer



Intent

In year 2, we intend to build the children’s fluency skills so that they can read confidently and with expression, applying their phonic knowledge and skills as the main route to decoding unfamiliar words. We develop the children’s skills so that they can read most words accurately and fluently without overt sounding and blending to allow them to focus on their understanding of the text. We intend for all children to be on the gold reading level by the end of year 2, in order for them to reach the expected level.

We enable pupils to listen to, discuss and express 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 during story time sessions. This continues the exposure of more adventurous vocabulary for the children to fully understand the meaning of words that are being read to them.

Children are able to develop their inference skills, make predictions, find key features of both fiction and non-fiction, discuss vocabulary used and summarize what has happened in both whole class and group reading sessions.

Implementation

We implement our intent for the children in year 2 by continuing to develop a love of reading, providing all children with a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. We develop pupils’ love and interest in the new vocabulary that they meet in their reading and allow pupils to discuss their favourite words and phrases we teach by focusing on the meaning of these words. This allows children to learn more about a tier 2 word that has come up in the key text. The children have opportunities to use the words in a sentence, write a definition and find synonyms in a thesaurus during reading and writing lessons.

The children have one whole class guided reading session a week based on the key text they are doing in class and provide opportunities for the children to discuss and share their ideas and thoughts on the book and allow the children to develop their comprehension skills.

These sessions are based on one of the five key reading strands; these are- vocabulary, finding key features, sequencing, predicting and inference.

The children take part in a whole class input and then work on differentiated work in their reading response books.

The children also have four guided group reading sessions a week, in these sessions children continue to follow the Little Wandle Letters and Sounds scheme. Once they have completed the scheme, they convert to reading books from the school’s book banding system. In the sessions they work on the colour band that is slightly higher than the one they are reading at home. They read in groups and then answer carefully crafted, written questions. The groups take turns reading to the class teacher who supports the children with any reading guidance they need.

Year 3 Key Texts

Autumn: Farm to fork



Spring: Stone Age



Summer: Romans



Intent

In year 3 we expect that most children have developed good strategies for decoding using phonics and word recognition taught in KS1. Reading forms a major part of every curriculum subject but explicit and dedicated reading teaching and activities are planned daily through whole class reading lessons. The year 3 objectives are broken down into 3 key areas:

Word Reading

Read multisyllabic words found in age-related texts.
Read words that contain common prefixes and suffixes.
Apply phonics skills previously taught as the main route to tackle new vocabulary.

Fluency

By the end of year 3, children will read books at brown level or above with at least 95% accuracy.
Read accurately and fluently, a range of age related texts, which include unfamiliar words.

Comprehension

- Understand how common prefixes and suffixes change the meaning of the root word.
- Retrieve and record information from fiction and non-fiction texts.
- Identify and summarise the main idea from one paragraph.
- Sequence events in the order in which they happened (1-5)
- Make accurate inferences about characters' feelings, thoughts and motives using evidence from the text.
- Make sensible predictions about what might happen referring to details in the text.
- Identify some conventions of different types of texts e.g. greetings in a letter.
- Identify the main theme or idea of texts.
- Identify the language the author uses to create effects

Implementation

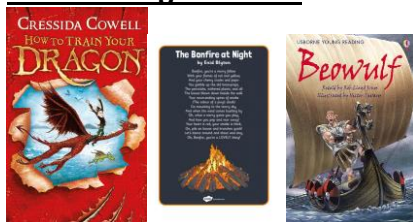
Every child is recognised as a unique individual and so, in addition to daily whole-class reading, we provide enhancement opportunities for children who require further support in achieving the age-related expectations. This might be through extra phonics support or daily fluency activities but not at the expense of other areas of the curriculum. We believe that all children should be given the opportunity to access the same text, safe in the supportive environment of whole class reading. No child left behind. Children must be exposed to the same vocabulary and themes as their peers in order to provide experiences and for any knowledge gaps to diminish. The objectives become more focused on continuing to develop fluency (using Tim Rasinkis Multiple Dimension Fluency Rubric) and developing children's comprehension by creating experiences and reading carefully chosen texts. Units of reading lessons are planned to cover: context, fluency, content domain, cognitive domain, skills and vocabulary.

As year 3 teachers we endeavour to:

- Develop children with a positive attitude and love of Reading so that they see themselves as 'readers'.
- Nurture the love and enjoyment of reading for pleasure by being good role models.
- Allow ample opportunities for pupils to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Develop pupils' confidence, by allowing them to perform readings to an audience with expression, tone and intonation.
- Facilitate group and individual retelling, role-play and discussion about books the children have read.
- Develop pupils' love and interest in new vocabulary that they meet in their reading.
- Encourage children to discuss their reading and ask questions to develop their understanding.

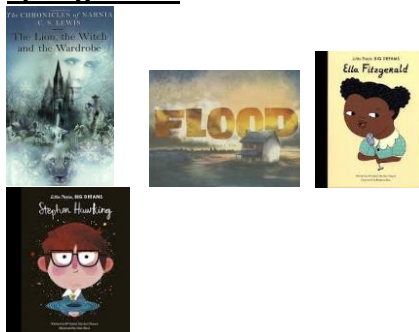
Year 4 Key Texts

Autumn Anglo-Saxons

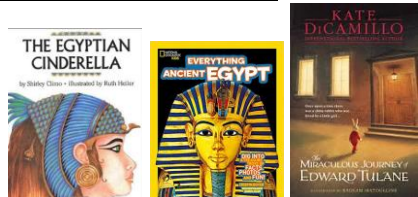


Non – fiction – Who were the Anglo Saxons?

Spring Rivers



Summer Ancient Egypt



Intent

In year 4 we expect that most children have developed good strategies for decoding using phonics and word recognition taught in year 3 and KS1. Reading continues to form a major part of every curriculum subject but explicit and dedicated reading teaching and activities are planned daily through whole class reading lessons.

Word Reading

Read multisyllabic words found in age-related texts.
Read passages of longer texts mostly accurately and fluently.

Fluency

By the end of year 4, children will read books at grey level or above with at least 95% accuracy.
Read accurately and fluently, a range of age related texts, which include unfamiliar words.

Comprehension

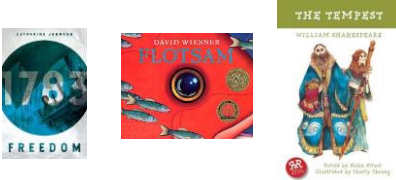
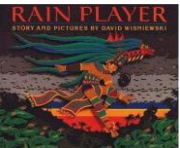

- Apply their knowledge of prefixes/suffixes to understand and explain the meaning of new words.
- Retrieve and record information from both fiction and non-fiction.
- Identify and summarise the main ideas across more than one paragraph.
- Sequence events in the order in which they happened across more than one paragraph (1-5).
- Make accurate inferences, drawing upon relevant evidence from the text to support their ideas e.g. Feelings, thoughts and motives.
- Make sensible predictions about what might happen referring to key details stated in the text and by drawing their own inferences.
- Identify how structure and presentation contribute to the meaning of a text i.e. diary in 1st person, poetry.
- Identify recurring themes and ideas in a wider range of texts.
- Comment on choice of language used to engage the reader i.e. identify precise words chosen for effect.


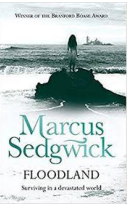

Implementation

Every child is recognised as a unique individual and so, in addition to these daily lessons, we continue to provide enhancement opportunities for children who require further support in achieving the age-related expectations. This might be through extra phonics support or daily fluency activities but not at the expense of other areas of the curriculum. We believe that all children should be given the opportunity to access the same text, safe in the supportive environment of whole class reading. No child left behind. Children must be exposed to the same vocabulary and themes as their peers in order to provide experiences and for any knowledge gaps to diminish. The objectives become more focused on continuing to develop fluency (using Tim Rasinkis Multiple Dimension Fluency Rubric) and developing children’s comprehension by creating experiences and reading carefully chosen texts. Units of reading lessons are planned to cover: context, fluency, content domain, cognitive domain, skills and vocabulary.

As Year 4 Teachers, we will endeavour to:

- Develop children with a positive attitude and love of Reading so that they see themselves as ‘readers’.
- Nurture the love and enjoyment of reading for pleasure by being good role models.
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Provide a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about.
- With increasing confidence, perform readings to an audience with expression, tone and intonation.
- Take part in group and individual retelling, role-play and discussion about books they have read.
- Develop pupils’ love and interest in new vocabulary that they meet in their reading.
- Encourage children to discuss their reading and ask questions to develop their understanding.

<p><u>Year 5 Key Texts</u></p> <p><u>Autumn – William Wilberforce - Slavery non-chron reports Poetry – the sea</u></p>  <p><u>Spring – South America Mayans non-fiction recount.</u></p>  <p><u>Science/geography biography</u></p>  <p><u>Summer - Space</u></p> <p>Poetry – Rocketman / Space Odyssey Moon-landings Newspaper reports</p>	<p><u>Intent</u></p> <p>In year 5 we expect that most children have developed good strategies for decoding using phonics and word recognition taught in LKS2 and KS1 and that they can read age-appropriate texts with confidence and fluently. Children can read with stamina and speed. Reading continues to form a major part of every curriculum subject but explicit and dedicated reading teaching and activities are planned daily through whole class reading lessons.</p> <p><u>Word Reading and Fluency</u></p> <p>By the end of year 5, children will read books at dark blue level or above with at least 95% accuracy.</p> <p>Read age-appropriate texts with confidence and fluency including whole novels.</p> <p>Read aloud with appropriate speed and intonation that shows understanding.</p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Demonstrate the ability to work out the meaning of new words using the context and the proficient use of a dictionary 2a • Can make comparisons within and across texts i.e. comparing how characters change over time. 2h • Can identify some grammatical and language features and evaluate how these have impact on the reader. 2f, 2g • Recognise the difference between fact and opinion • Make sensible predictions about what may happen from the details stated and implied and justify these with evidence from the text and their own inferences (2e) • Retrieve implicit information from fiction and non-fiction texts (2b) • Identify and summarise the main ideas across more than one paragraph using quotations as evidence (2c) • Can sequence events from across a lengthier text (2c) • Infer meaning from details stated and justify these with direct evidence from the text (2d) 	<p><u>Implementation</u></p> <p>Every child is recognised as a unique individual and so, in addition to these daily lessons, we continue to provide enhancement opportunities for children who require further support. This might be through extra phonics or fluency activities but not at the expense of other areas of the curriculum. All children continue to access the same text, in the supportive environment of whole class reading. The objectives become focused on developing independent, resilient readers. We continue to develop fluency and comprehension by creating experiences and unlocking background knowledge when reading carefully chosen texts. Units of reading lessons are planned to cover: context, fluency, content domain, cognitive domain, skills and vocabulary.</p> <p>As Year 5 Teachers, we will endeavour to:</p> <ul style="list-style-type: none"> • Develop children with a positive attitude and love of Reading. • Provide a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. • Allow children opportunities to listen to quality texts, which they are encouraged to give opinions about. • Provide opportunities for children to read aloud prepare and perform readings to an audience. • Increase pupils’ 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. • Challenge children to read unfamiliar words and texts which allow them to try out their skills as a reader (using knowledge of suffixes/prefixes, root words, and word derivations) • Encourage children to ask questions • Allow pupils to participate in rich discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. • Encourage pupils to explain and discuss their understanding, including through formal presentations and debates, maintaining a focus and using notes where necessary.
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Year 6 Key Texts	Intent	Implementation
<p data-bbox="92 203 533 235"><u>Autumn Why remember? WW2</u></p> <div data-bbox="121 240 380 394">  </div> <p data-bbox="92 394 533 427"><u>Spring Climate Change: Arizona V</u></p> <p data-bbox="92 427 533 459"><u>Iceland V UK</u></p> <div data-bbox="121 464 247 667">  </div> <p data-bbox="92 703 533 768"><u>Summer What did the Greeks ever do for us?</u></p> <div data-bbox="107 773 365 951">  </div>	<p data-bbox="533 203 1249 560"><u>Intent</u> In year 6 we expect that most children have developed good strategies for decoding using phonics and word recognition taught in LKS2 and KS1 and that they can read age-appropriate texts with confidence and fluently. Children can read with stamina, speed and resilience and they enjoy discussing what they have read. Reading continues to form a major part of every curriculum subject but explicit and dedicated reading teaching and activities are planned daily through whole class reading lessons. Children are well prepared and confident when demonstrating their knowledge through assessment materials such as SATs papers.</p> <p data-bbox="533 560 1249 657"><u>Word Reading and Fluency</u> Read age appropriate texts with confidence and fluency including whole novels. Read aloud with appropriate speed and intonation that shows understanding.</p> <p data-bbox="533 657 1249 1386"><u>Comprehension</u></p> <ul data-bbox="533 657 1249 1386" style="list-style-type: none"> • To work out the meaning of unfamiliar words using the context (2a) • Retrieve information from Fiction and Non-Fiction texts (2b) • Summarise main ideas, identifying key details and using quotations as evidence (2c) • Can sequence events from across a lengthier text (1-5) (2c) • Can explain and discuss their understanding of what they have read drawing on inference and justifying these with evidence (2d) • Recognise the difference between fact and opinion (2b, 2d) • Predict what might happen from details stated and implied, justifying these with evidence from the text and their own inferences. (2e) • Make comparisons within and across books e.g. how characters change over time (2h) • Evaluate how authors use language, including figurative language, considering the impact on the reader (2g) 	<p data-bbox="1249 203 2003 592"><u>Implementation</u> Every child is recognised as a unique individual and so, in addition to these daily lessons, we continue to provide enhancement opportunities for children who require further support. This might be through extra phonics or fluency activities but not at the expense of other areas of the curriculum. All children continue to access the same text, in the supportive environment of whole class reading. The objectives become focused on developing independent, resilient readers. We continue to develop fluency and comprehension by creating experiences and unlocking background knowledge when reading carefully chosen texts. Units of reading lessons are planned to cover: context, fluency, content domain, cognitive domain, skills and vocabulary.</p> <p data-bbox="1249 592 2003 625">As Year 6 Teachers, we will endeavor to:</p> <ul data-bbox="1249 625 2003 1386" style="list-style-type: none"> • Develop children with a positive attitude and love of Reading • Provide a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. • Allow children opportunities to listen to quality texts, which they are encouraged to give opinions about. • Increase pupils’ 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 • Provide opportunities for children to read aloud prepare and perform readings to an audience. • Challenge children to read unfamiliar words and texts which allow them to try out their skills as a reader (using knowledge of suffixes/prefixes, root words, and word derivations) • Asking questions to improve their understanding • Pupils participate in discussions about books, building on their own and others’ ideas and challenging views courteously. • Encourage pupils to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Eastfield Poetry Spine

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn							
Spring							
Summer							
All year round							



Selected Poems, songs and rhymes

- Children read poetry for pleasure as part of their weekly story time diet. We have selected a core set of poetry books for each year group and teachers read a range from them. Each year group has at least 2 poets to learn about and experience. Teachers have chosen 2 specific poems that children will become very familiar with. They include rhyming poems, poems where alliteration is a strong feature, word play, traditional songs and rhymes and poems that are particularly rhythmical. They were chosen as they can withstand a lot of repetition, elicit a strong response and extend children's vocabulary.
- Learning poetry and songs using 'call and response' allows children to join in gradually. Each repetition strengthens their vocabulary, embedding new words. As the children say each word of a poem, the cadence of the lines helps to convey the meaning of the mood. Children pick up the rhythm and by speaking more slowly, gain awareness and control of their voices.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn	Sharing a Shell (Donaldson) <ul style="list-style-type: none"> • Sharing a shell 	Puffin book of fantastic first poems <ul style="list-style-type: none"> • Hen song • Five little owls (anon) 	A first Poetry Book <ul style="list-style-type: none"> • Sitting Still time (Peter Dixon) • Imagine the World (Moira Andrew) 	Puffin book of utterly brilliant poetry <ul style="list-style-type: none"> • Greedy Guts by Kit Wright (p26) • The Sound collector by Roger Mcgough (p73) 	Deep in the green wood (Wes Magee) <ul style="list-style-type: none"> • Flashing Light...Far Out To Sea • The Spoons Music Man 	Lost Magic (Brian Moses) <ul style="list-style-type: none"> • Hang-gliding over active volcanoes (p92) • Names (p50) 	The Works KS2 <ul style="list-style-type: none"> • Jabberwocky (p44) Lewis Carroll • The Listeners (p 234) Walter de la Mare

Eastfield Primary School - Long Term Plan by subject



Spring	<p>A Treasury of Songs (Donaldson)</p> <ul style="list-style-type: none"> A Breathing Song What's your colour? 	<p>Hey Little Bug (James Carter)</p> <ul style="list-style-type: none"> Bye Bye Lady bird Missing: Daisy 	<ul style="list-style-type: none"> Crazy Mayonaisy Mum (Donaldson) The Strongest One I Opened a Book 	<p>Quick let's get out of here (Rosen)</p> <ul style="list-style-type: none"> Chocolate Cake (p14) Clonking All The Drains (p92) 	<p>Sensational</p> <ul style="list-style-type: none"> I asked the little boy who cannot see by Anon Winter Morning by Angela Topping 	<p>The Works 4</p> <ul style="list-style-type: none"> He just can't kick it with his foot (p39, Paul Cookson) How teachers leave school each evening (p385, Brian Moses) 	<p>Ted Hughes (Ted Hughes)</p> <ul style="list-style-type: none"> My other Granny Nessie the mannerless monster (p59)
Summer	<p>My Many Coloured Days (Dr Seuss)</p> <ul style="list-style-type: none"> My Many Coloured Days 	<p>Here's a little Poem</p> <ul style="list-style-type: none"> Half Way Down (A.A. Milne) Jam on toast 	<p>The Works KS1</p> <ul style="list-style-type: none"> Kangeroo (John Cotton) There was an Old Lady (Anon) 	<p>The World's Greatest Space Cadet (James Carter)</p> <ul style="list-style-type: none"> For My Friend (p2) How To Turn Your Teacher Purple (p22) 	<p>Hot Like Fire (Valerie Bloom)</p> <ul style="list-style-type: none"> The Old House Associations 	<p>The Magic Box (Kit Wright)</p> <ul style="list-style-type: none"> The Magic Box (p91) Greedy Guts (p172) 	<p>Carol Ann Duffy (Carol Ann Duffy)</p> <ul style="list-style-type: none"> Opposites (p172) A Worry (p84)
All year round	<p>This Little Puffin</p> <ul style="list-style-type: none"> Pat-a-cake Baa Baa Black Sheep <p>Nursery Rhymes</p> <p>Humpty Dumpty Hickory Dickory Dock I'm a little teapot Wheels on the bus Twinkle Twinkle</p>	<p>When we were Very Young (A.A. Milne)</p> <ul style="list-style-type: none"> Jonathan Jo Sand between the toes 	<p>Heard it in the playground (Allan Ahlberg)</p> <ul style="list-style-type: none"> The Bell The Grumpy Teacher 	<p>Paint Me a Poem (Grace Nichols)</p> <ul style="list-style-type: none"> Awaiting book Awaiting book 	<p>Riding a lion (Coral Rumble)</p> <ul style="list-style-type: none"> School Coach Trip White Space 	<p>Juggling with gerbils (Brian Patten)</p> <ul style="list-style-type: none"> Juggling with Gerbils (p114) Billy Motormouth (p36) 	<p>Collected poems for children (Charles Causley)</p> <ul style="list-style-type: none">

Eastfield Primary School - Long Term Plan by subject

