

		Year A						
Curriculum Drivers	Community, Diversity, Creativity							
	Year 1 & 2	Year 3 & 4	Year 5 & 6					
Autumn	The world and my school Why did London Burn?	Investigating weather and climate  Ancient Egypt	Brazil World War II					
Term	Everyday materials	Animals, including Humans and Magnets	Electricity					
Text Drivers	Tody and the Great Fire of London Williams of London Londo	THE EGYPTIAN CURPERILA by Blade Cure - Amendra by Rati Rider  Support Carper Supp	CARRIE'S WAR NINA BAWDEN  Shiwtey Hugher					
Reading	Questioning and Retreval	Questioning and retrieval.	Questioning, retrieval and Inference					
Focus								
Spring	My local area and Tulum, Mexico Kings, Queens and Castles	Bee conservation The Tudors	UK Depth Study Anglo-Saxons and Vikings					
Term	Animals, including Humans (1)	Electricity and Sound	Living things and their habitats and Forces					
	THE CASTLE THE KING BOY KING STANTS  KING BUILT CASTLE THE KING BOY TH	REPUBLICATION AND AND AND AND AND AND AND AND AND AN	MICHAEL MORPURGO  BEONULF:  ANGLO- SAXON  BOY FOR					



	Questioning, Retreval and predicting	Inference and predicting,	Retrieval. Inference and predicting, (Year 6 summarising, evaluating, and clarifying)		
Summer Term	Our local park  Toys  Plants	Italy Did the Romans build more than a wall Plants	Biomes and Ecosystems The Shang Dynasty of Ancient China Living thins and their habitats and Animals, including Human		
	Shorten Hughes DOGGER  MUSEUM  NAV W WOOLS	Thieves of Oslia	PHILIP PULLMAN The Firework When them Story Warnen language The China Will form China Will for		
	Predict and summarise	Summarising and clarifying	Questioning, retrieval. Inference, predicting, summarising, evaluating, and clarifying		



		Year B					
Curriculum Drivers	Community, Diversity, Creativity						
	Year 1 & 2	Year 3 & 4	Year 5 & 6				
Autumn	Investigating weather and climate  Technology	The United Kingdom Stone age to Iron age	Why do rivers rush to the sea?  Ancient Maya				
Term	Seasonal changes	Animals, including Humans and Rocks	Earth and Space and Animals, including Humans				
Text Drivers	II WINTER COMMETCH TO THE ELMER TREE	STORE AGE BOY O WASH A MAN MOTH	THE CURSE OF THE GODS OF THE G				
Writing	Questioning and Retreval	Questioning and retrieval.	Questioning, retrieval and Inference				
Genres							
Spring	Our school grounds Who has explored my world?	Land use, economic activity and travel  Black History	Sustainability Crime and Punishment				
Term	Plants	Light and States of Matter	Evolution and inheritance and Properties and Changes of Materials				
	SACHIDAS  DATE  DA	Coming to England WINDRUSH  Fierla besusia.  Dane Eura.  BENJAMIN ZEPHANIAH  WINDRUSH  CHILLD	LOUIS SACHAR  HACKER  malorie  blackman				



	Questioning, Retreval and predicting	Inference and predicting,	Retrieval. Inference and predicting, (Year 6 summarising, evaluating, and clarifying)	
Summer Term	My local area and Tromso, Norway  Hospitals and healthcare  Animals, including Humans (2)	Greece Ancient Greece Living things and their habitats	The United States The changing power of the British Monarch Light	
	michael morpurgo THE RAINBOW BEAR WHIPMER Michael Tenne  OpenGuin RAINBOW GENTIL GENTI	PERCY JACKSON GREEK MYTHS JACKSON GODS OF THE DESCRIPTION OF THE BOOK OF THE DESCRIPTION	REMARKS  RELIZABETH II  ELIZABETH II  Find  Find	
	Predict and summarise	Summarising and clarifying	Questioning, retrieval. Inference, predicting, summarising, evaluating, and clarifying	



## Sedley Knowledge Categories for Reading

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Identify the taught	Apply phonic knowledge to decode	Apply phonic decoding until	Apply their growing	Apply their growing	Apply their	Apply their
	GPCs (the	words.	automatic and reading is fluent.	knowledge of root	knowledge of root	growing	growing
	sounds that the			words, prefixes and	words, prefixes and	knowledge of	knowledge of
	letters make)	Read aloud phonically-decodable	Read common suffixes (-ed, -	suffixes	suffixes(morphology	root words,	root words,
	including some	texts.	ing,-er, -est, -y, -er, -ment, -ful, -	(morphology and	and etymology), both	prefixes and	prefixes and
	digraphs. (LIT)		ness, -less, -ly re-	etymology), both to	to read aloud and to	suffixes	suffixes
		Re-read books to build fluency and		read aloud and to	understand the	(morphology and	(morphology and
	Blend the taught	confidence.	Read books to build up fluency	understand the	meaning of new words	etymology), both	etymology), both
	sounds to read		and confidence in word reading,	meaning of new	they meet.	to read aloud and	to read aloud and
	CVC, CVCC and	Read simple sentences and	Note punctuation to read with	words they meet.		to understand the	to understand
	CCVC words. (LIT)	understand the meaning including	appropriate expression.		Read further exception	meaning of new	the meaning of
De		what a pronoun is.		Read further	words, noting the	words that they	new words that
De-coding	Read some taught		Read accurately by blending,	exception words,	unusual	meet.	they meet.
<u>a.</u>	common	Speedily read all 40+ letters	including alternative sounds for	noting the unusual	correspondences		
<b>⊋</b>	exception/ high	/groups for 40+ phonemes	graphemes.	correspondences	between spelling and		
	frequency and	including alternative sounds for		between spelling	sound, and where		
	familiar words. (LIT)	graphemes.	Read Year 2 common exception	and sound, and	these occur in the		
			words, noting unusual	where these occur	word,		
	Read sentences	Read Year 1 common exception	correspondences.	in the word.			
	made up of words	words noting unusual					
	with taught sounds	correspondences between spelling	Read aloud books matched to				
	and common	and sound (identifying where they	phonic knowledge by sounding				
	exception words.	appear)	out unfamiliar words				
	(LIT)		automatically.				
		Read polysyllabic words containing					
		taught GPCs					



		T	I		<u> </u>		T
	Read sentences	Listen to and discuss a wide range	Listen to, discuss and express	Listen to and	Listen to and discuss a	Continue to read	Continue to read
	made up of words	of poems, stories and non-fiction at	views about a wide range of	discuss a wide	wide range of fiction,	and discuss an	and discuss an
	with taught sounds	a level beyond that at which they	contemporary and classic	range of fiction,	poetry, plays, non-	increasingly wide	increasingly wide
	and common	can read independently.	poetry, stories and non-fiction	poetry, plays, non-	fiction and reference	range of fiction,	range of fiction,
	exception words.		at a level beyond that at which	fiction and	books or textbooks.	poetry, plays,	poetry, plays,
	(LIT)		they can read independently.	reference books or		non-fiction and	non-fiction and
				textbooks.	Read books that are	reference books	reference books
	Listen to, talk about				structured in different	or textbooks.	or textbooks.
Range	and respond to			Read books that are	ways and reading for a		
nge	stories (rhymes and			structured in	range of purposes,	Read books that	Read books that
of	songs) with			different ways and		are structured in	are structured in
re.	actions, relevant			reading for a range		different ways	different ways
reading	comments,			of purposes.		and read for a	and read for a
ing	questions; recalling					range of	range of
	key events and					purposes.	purposes.
	innovating. (C&L)						
						Make	Make
	To use non-fiction					comparisons	comparisons
	books to develop					within and	within and
	new knowledge					across books.	across books.
	and vocabulary.						
	(C&L)						



	Talk about and	Recognise and join in with	Become increasingly familiar	Increase their	Increase their	Increase their	Increase their
	respond to stories,	predictable phrases become very	with and retell a wider range of	familiarity with a	familiarity with a wide	familiarity with a	familiarity with a
	rhymes and poetry;	familiar with key stories, fairy	stories, fairy stories and	wide range of	range of books,	wide range of	wide range of
	recalling,	stories and traditional tales,	traditional tales.	books, including	including fairy stories,	books, including	books, including
	sequencing and	retelling them and considering		fairy stories, myths	myths and legends,	myths, legends	myths, legends
	anticipating key	their particular	Recognise simple recurring	and legends, and	and retell some of	and traditional	and traditional
	events some as	characteristics.	literary language in stories and	retell some of these	these orally.	stories, modern	stories, modern
	exact repetition		poetry.	orally.	,	fiction, fiction	fiction, fiction
	and some in their				Identify themes and	from our literary	from our literary
	own words. (LIT)			Identify themes and	conventions in a wide	heritage, and	heritage, and
				conventions in a	range of books.	books from other	books from other
	To begin to			wide range of		cultures and	cultures and
ΞΠ	interpret stories,			books.		traditions.	traditions.
am	rhymes and poetry;						
ilia	making					Identify and	Identify and
Ţ:	suggestions for					discuss themes	discuss themes
0	actions and events					and conventions	and conventions
fte	(images and text).					in and across a	in and across a
Familiarity of texts	(LIT)					wide range of	wide range of
						writing.	writing
	To talk about and respond with						•
	questions to non-						
	fiction books;						
	recalling some facts						
	with increasing						
	explanation and						
	vocabulary in						
	response to						
	questions. (LIT)						
	explanation and						
	vocabulary in						



	response to questions. (LIT)						
Poetry and Performance	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Recognise some different forms of poetry.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Recognise some different forms of poetry.	Learn 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.	Learn 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	Talk about elements of a topic using newly introduced vocabulary (C&L)	Discuss word meanings and link new meanings to words already known.	Discuss and clarify the meanings of words and link new meanings to known vocabulary.  Discuss their favourite words and phrases.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.



				1	1	1	1
	Understand how to	Draw on what they already know or	Discuss the sequence of events	Check that the text	Check that the text	Check that the	Check that the
	listen carefully.	on background information and	in books and how items of	makes sense to	makes sense to them,	text makes sense	text makes sense
	(C&L)	vocabulary provided by the	information are related.	them, discuss their	discuss their	to them, discuss	to them, discuss
		teacher.		understanding and	understanding and	their	their
	Respond to stories		Draw on what they already	explain the	explain the meaning of	understanding	understanding
	(rhymes and songs)	Be encouraged to link what they	know or on background	meaning of words	words in context.	and explain the	and explain the
	with actions,	read or hear read to their own	information and vocabulary	in context.		meaning of words	meaning of words
	relevant comments,	experiences.	provided by the teacher.		Ask questions to	in context.	in context.
_	questions; recalling			Ask questions to	improve their		
Understanding	key events. (LIT)	Check that the text makes sense to	Make links between a current	improve their	understanding of a	Ask questions to	Ask questions to
der		them as they read and correct	book and those already read.	understanding of a	text.	improve their	improve their
sta.	Talk about	inaccurate reading.		text.		understanding of	understanding of
one	elements of a topic		Check that the text makes sense		Identify main ideas	a text.	a text.
ling	using newly	Answer simple retrieval questions	to them as they read and	Identify main ideas	drawn from more than		
04	introduced	about a text and find evidence to	correct inaccurate reading.	drawn from more	one paragraph and	Summarise the	
	vocabulary and	support answers.		than one paragraph	summarise these.	main ideas drawn	
	extending			and summarise		from more than	
	sentences using a			these.	Identify morals and	one paragraph,	
	range of				messages in a story.	identifying key	
	conjunctions to			Identify morals and		details to support	
	offer extra			messages in a story.		the main ideas.	
	explanation and						
	detail. (LIT)						
	To begin to	Discuss the significance of the title	Make inferences on the basis of	Draw inferences	Draw inferences such	Draw inferences	Draw inferences
	interpret stories,	and events.	what is being said and done.	such as inferring	as inferring	such as inferring	such as inferring
_	rhymes and poetry;			characters' feelings,	characters' feelings,	characters'	characters'
nfe	making	Make inferences on the basis of	Answer and ask questions.	thoughts and	thoughts and motives	feelings, thoughts	feelings, thoughts
Inferenc	suggestions for	what is being said and done.		motives from their	from their actions.	and motives from	and motives from
nce	actions and events			actions.		their actions, and	their actions, and
עו	(images and				Justify inferences with	justify inferences	justify inferences
	text).(LIT)			Justify inferences	evidence.	with evidence.	with evidence.
				with evidence.			



To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
Author Intent			Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning.	Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language and consider the impact on the	Identify how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language and consider the impact on the



	Talk about and	Listen to and discuss a wide range	Be introduced to non-fiction	Retrieve and record	Retrieve and record	Distinguish	Distinguish
	respond with	of non-fiction at a level beyond that	books that are structured in	information from	information from non-	between	between
	questions to non-	at which they can read	different ways.	non-fiction texts.	fiction texts.	statements of	statements of
	fiction books;	independently.				fact and opinion.	fact and opinion.
	recalling some facts						
l	with increasing					Retrieve, record	Retrieve, record
NO NO	explanation and					and present	and present
Non-fiction	vocabulary in					information from	information from
icti	response to					non-fiction texts.	non-fiction texts.
on .	questions.						
I							
	Know and explain						
	some differences						
	between fiction						
İ	and non-fiction						
	books.						

	Talk about and	Participate in discussion about	Participate in discussion about	Participate in	Participate in	Recommend	Recommend
	respond to stories	what is read to them by taking	books, poems & other works	discussion about	discussion about both	books that they	books that they
	(rhymes and songs)	turns and listening to what others	that are read to them & those	both books that are	books that are read to	have read to their	have read to their
	with actions,	say.	that they can read for	read to them and	them and those they	peers and giving	peers and giving
	relevant comments,		themselves by taking turns and	those they can read	can read for	reasons for their	reasons for their
	questions.	Explain clearly their understanding	listening to what others say.	for themselves by	themselves by taking	choices.	choices.
		of what is read to them.		taking turns and	turns and listening to		
	Talk about and		Explain and discuss their	listening to what	what others say.	Participate in	Participate in
	respond to stories,		understanding of books, poems	others say.		discussions about	discussions about
	rhymes and poetry;		and other material, both those			books, building	books, building
	recalling,		that they listen to and those			on their own and	on their own and
	sequencing and		that they read for themselves.			others' ideas and	others' ideas and
₽.	anticipating key					challenging views	challenging views
SCL	events some as					courteously.	courteously.
ISSi	exact repetition					Explain and	Explain and
ng	and some in their					discuss their	discuss their
Re	own words.					understanding of what they have	understanding of what they have
Discussing Reading	Begin to interpret					read, including	read, including
ng	stories, rhymes					through formal	through formal
	and poetry; making					presentations and	presentations and
	suggestions for					debates.	debates.
	actions and events.					debutes.	debates.
	detions and events.					Provide reasoned	Provide reasoned
	Talk about and					justifications for	justifications for
	respond with					their views.	their views.
	questions to non-						
	fiction books;						
	recalling some facts						
	with increasing						
	explanation and						
	vocabulary.						



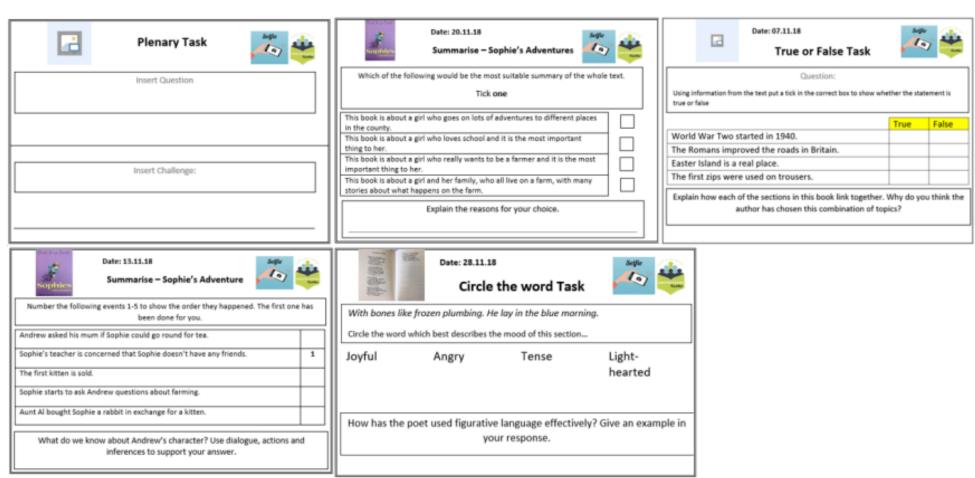
Predicting	Inferring 🗬
I wonder if I predict I think that I bet that because I imagine The next part will be about	This word tells me This part tells me This makes me think that I think this <b>character</b> I think the <b>setting</b> is
Asking questions ?	Evaluating 6 6
Who What When Where Why? How?	Language The word/phrase * works well because I like the way the author uses * it makes me think about The sentence * has high impact because
Clarifying	Making connections
I think that means I didn't understand What does * mean? * is a tricky word so I	Text to self: I know about this because I I've been/seen I saw a programme about this I can identify with this character because Text to text: I think this book is a * (genre) book because This reminds me of * because This is similar to * because
Summarising	
This part is about The heading would be The main theme is	Learning Behaviours  Support and listen to others Discuss and explain our ideas Take responsibility for your own learning.



Looming		Destination Reader	How did		
Learning					
Behaviour		we do?			
Support and actively listen to others					
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what	Support	Great reading, good thinking. I like the way you when you read. You've really improved in What do you think? That's a good way to think about it.			
was said	Active listening	Good point That's interesting I hadn't thought of that point. Can you explain?			
	1 2 3 4				
Referring back to text and giving extended an- swers (Point – Evidence – Explain)	Discuss and explain our ideas  I think this means that because it says On the one hand you could say but on the other is similar to because This character is because The main idea is that In summary because				
Building on oth- er's answers	Agreeing	I agree with because I'd like to add to that point			
	Disagree- ing / chal- lenging and offering al- ternative	It could be but I agree with some aspects of's point			
	New idea	Another point I wish to make is On reflection I no longer think that			
Take responsibil	1234				
ensure you took part, made sure everyone under- stood task and participated	Does anyo We T	•			



## Selfie examples for Y3-Y6 (may be introduced to some Y2 in the summer term)





## Example Guided Reading Weekly Structure:

Mon	Tue	Wed	Thu	Fri
Intro to strategy Predicting	Input Predicting	Input Predicting	Input Predicting	Input Big Picture
The Twits	The Twits	The Twits	The Twits	The Twits
Mixed ability reading	Mixed ability reading	Ability groups	Ability groups	Big Picture
The Twits	The Twits	Levelled texts	Levelled texts	The Twits
Plenary	Plenary	Plenary	Plenary	Plenary



## **Vocabulary**

conker



dopey



cackling



Shiny brown nut that falls from chestnut trees

Sleepy or foolish

Laughing loudly or harshly

Other vocabulary:

Synonyms: funny / amusing
Homonyms: felt / felt
Homophones: Hear / here
Antonyms: worried / carefree