

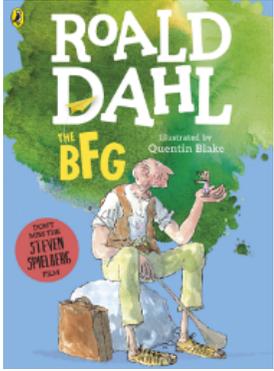
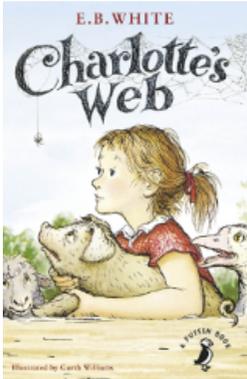
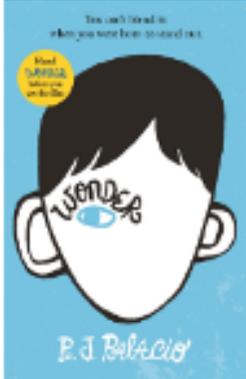


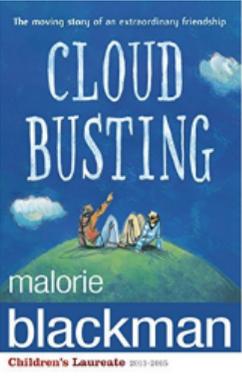
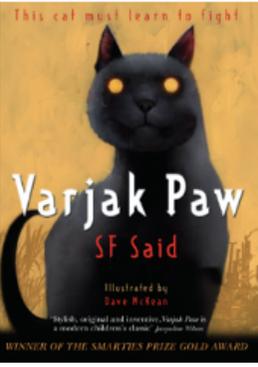
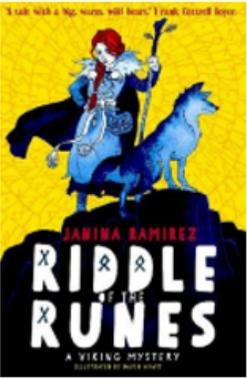
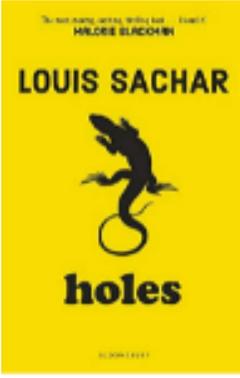
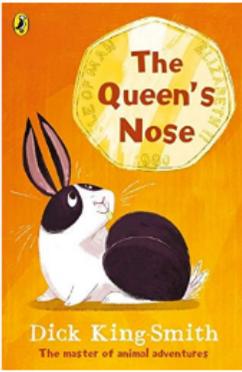
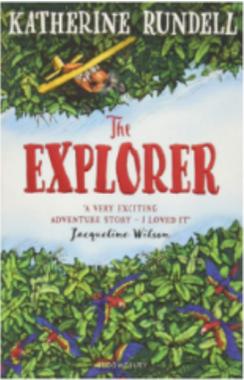
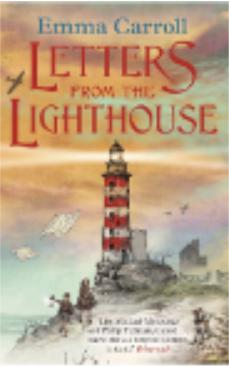
## English Reading Curriculum Overview 2023-24

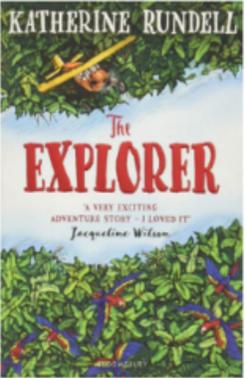
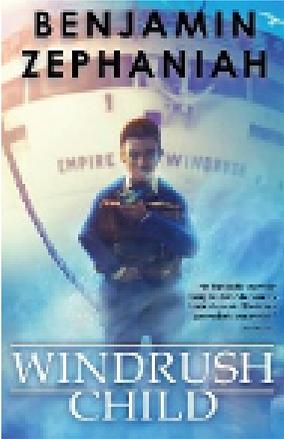
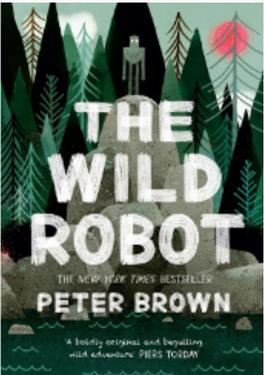
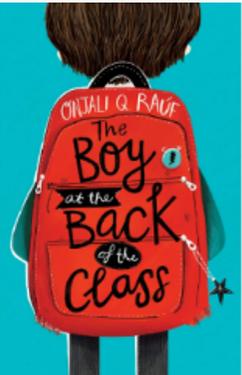
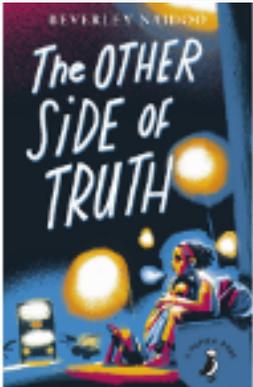
School Purpose: To nurture curiosity every day, for every child, within a community acting as a beacon of the Catholic faith

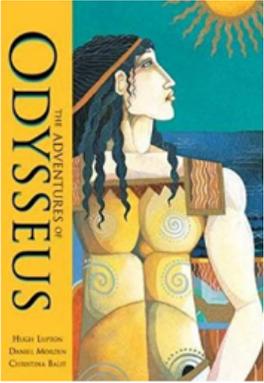
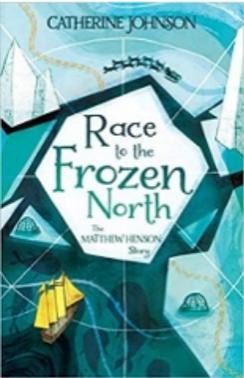
The English curriculum at St Thomas of Canterbury is informed by, and aligned with, the [National Curriculum 2014](#).

	Year 3 <b>Theme:</b> stories with morals that convey a lesson to be learnt	Year 4 <b>Theme:</b> adventure stories that explore different settings	Year 5 <b>Theme:</b> historical fiction that takes us back to a different time	Year 6 <b>Theme:</b> stories in which characters overcome challenges
Scheme/ programme	English Mastery [pilot]			
NC coverage	<p><b>Attitudes</b> To read books that are structured in different ways and reading for a range of purposes. To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p><b>Fluency</b> To read words accurately and fluently, without overt sounding and blending. To re-read text to build up fluency and confidence in word reading. To test out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print.</p> <p><b>Vocabulary</b> To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words. To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. To discuss words and phrases that capture the reader's interest and imagination.</p> <p><b>Comprehension</b> To retrieve and record information from non-fiction. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To identify main ideas drawn from more than one paragraph and summarise these. 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. To identify how language, structure and presentation contribute to meaning. To ask questions to improve their understanding of a text. To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence.</p>		<p><b>Attitudes</b> To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways and reading for a range of purposes. To increase 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. To recommend books that they have read to their peers, giving reasons for their choices.</p> <p><b>Fluency</b> To read words accurately and fluently, without overt sounding and blending. To re-read text to build up fluency and confidence in word reading.</p> <p><b>Vocabulary</b> To learn a wider range of poetry by heart. To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. To participate in discussions about books that are read to them and those they have read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p><b>Comprehension</b> To identify and discuss themes and conventions in and across a wide range of writing. To make comparisons within and across books. To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p>	

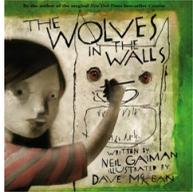
	To predict what might happen from details stated and implied.		<p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>To ask questions to improve their understanding.</p> <p>To draw inferences such as inferring a characters' feelings, thoughts and motives from their actions, and justifying these with evidence.</p> <p>To predict what might happen from details stated and implied.</p> <p>To summarise the main ideas from more than one paragraph, identifying key details that support the main ideas.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>To distinguish between statements of fact and opinion.</p> <p>To retrieve, record and present information from non-fiction.</p> <p>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.</p> <p>To provide reasoned justifications for their views.</p>	
Autumn 1				
Reading outcomes	<p>Week 1- fluency, vocabulary, prediction and summarising (lessons 1 &amp; 2)</p> <p>Week 2- fluency, comprehension and independent skill practise (lessons 6 &amp; 7)</p>			
Author	Roald Dahl	E.B. White	Michael Morpurgo	R. J. Palacio

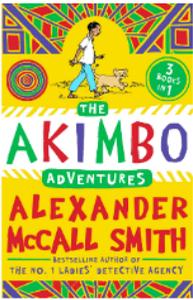
Autumn 2				
Reading outcomes	Week 1- fluency, vocabulary, prediction and summarising (lessons 1 & 2) Week 2- fluency, comprehension and independent skill practise (lessons 6 & 7)			
Author	Malorie Blackman	SF Said	Janina Ramirez	Louis Sachar
Spring 1				
Reading outcomes	Week 1- fluency, vocabulary, prediction and summarising (lessons 1 & 2) Week 2- fluency, comprehension and independent skill practise (lessons 6 & 7)			
Author	Dick King Smith	Katherine Rundell	Nizrana Farook	Emma Carroll

Spring 2				
Reading outcomes	<p>Week 1- fluency, vocabulary, prediction and summarising (lessons 1 &amp; 2)  Week 2- fluency, comprehension and independent skill practise (lessons 6 &amp; 7)</p>			
Author	Brothers Grimm/Konnie Huq	Katherine Rundell	Nizrana Farook	Benjamin Zephaniah
Summer 1				
Reading outcomes	<p>Week 1- fluency, vocabulary, prediction and summarising (lessons 1 &amp; 2)  Week 2- fluency, comprehension and independent skill practise (lessons 6 &amp; 7)</p>			
Author	Peter Brown	Onjali Rauf	Gill Lewis	Beverley Naidoo

<p>Summer 2</p>				
<p>Reading outcomes</p>	<p>Week 1- fluency, vocabulary, prediction and summarising (lessons 1 &amp; 2)  Week 2- fluency, comprehension and independent skill practise (lessons 6 &amp; 7)</p>			
<p>Author</p>	<p>Hugh Lupton/Daniel Morden</p>	<p>Catherine Johnson</p>	<p>Peter Bunzl</p>	<p>William Shakespeare</p>

## Year 2 reading map

Scheme: Mastery English	Text	NC Coverage
<b>Autumn Term</b>	RWI Phonics and Get Writing	
<b>Spring 1</b>		<p><b>Attitudes</b> Develop pleasure and motivation in reading through the reading for pleasure curriculum offer and the structured texts. 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. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>
<b>Author</b>	<b>Jill Murphy</b>	
<b>Spring 2</b>		<p><b>Fluency</b> Read accurately words of two or more syllables that contain the taught graphemes. Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Consolidation of application of phonic knowledge, decoding and blending from RWI Phonics.</p>
<b>Author</b>	<b>Simon James/ Lynne Cherry</b>	
<b>Summer 1</b>		<p><b>Vocabulary</b> Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Discuss their favourite words and phrases. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>
<b>Author</b>	<b>Neil Gaiman</b>	
		<p><b>Comprehension</b> Discuss the sequence of events in books and how items of information are related. Be introduced to non-fiction books that are structured in different ways. Recognise simple recurring literary language in stories and poetry. discuss and clarify the meanings of words, linking new meanings to known vocabulary. Draw on what they already know or on background information and vocabulary provided by the teacher.</p>

<b>Summer 2</b>		check that the text makes sense to them as they read, and correcting inaccurate reading. Make inferences on the basis of what is being said and done. Answering and asking questions. Predicting what might happen on the basis of what has been read so far. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<b>Author</b>	<b>Alexander McCall Smith</b>	