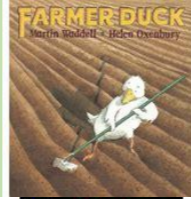
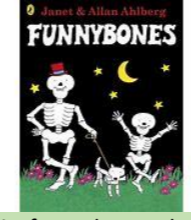

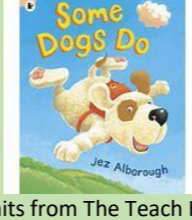

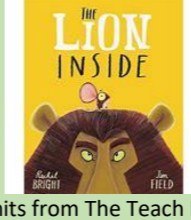

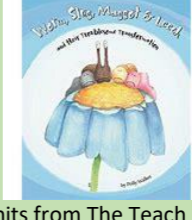
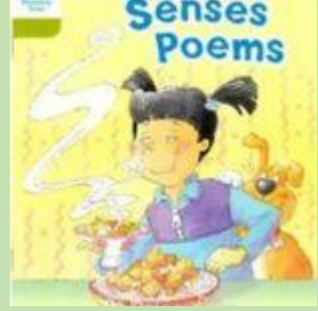




# Blackboys CE School Reading Curriculum Cycle A

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Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Poetry
Reception	← Individual Reading →						
Year 1 Whole Class Reading Text	Individual Reading		  (units from The Teach Hub)	  (units from The Teach Hub)	  (units from The Teach Hub)	  (units from The Teach Hub)	
Decoding	ELG <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> Year 1 <ul style="list-style-type: none"> <li>apply phonic knowledge to decode words</li> <li>speedily read all 40+ leers/groups for 40+ phonemes</li> <li>read accurately by blending taught GPC</li> <li>read common exception words</li> <li>read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>read multi-syllable words containing taught GPCs</li> <li>read contractions and understanding use of apostrophe</li> <li>read aloud phonically-decodable texts</li> </ul>						
Range of Reading	ELG <ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul>						
Familiarity with texts	ELG <ul style="list-style-type: none"> <li>invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursey rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</li> </ul> Year 1 <ul style="list-style-type: none"> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> </ul>						
Poetry and Performance	Year 1 <ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>						
Word meanings	ELG <ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> Year 1 <ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> </ul>						



## Blackboys CE School Reading Curriculum Cycle A

[Type here]

Understanding	<p>ELG</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
Inference	<p>Year 1</p> <ul style="list-style-type: none"> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> </ul>
Prediction	<p>ELG</p> <ul style="list-style-type: none"> <li>• Anticipate – where appropriate – key events in stories.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>
Authorial intent	
Non-fiction	<p>ELG</p> <ul style="list-style-type: none"> <li>• Know the similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>
Discussing Reading	<p>ELG</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussion and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>



## Blackboys CE School Reading Curriculum Cycle A

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<p>Class 2 Whole Class Reading</p>	 <p>(units from The Teach Hub)</p>	 <p>(units from The Teach Hub)</p>					
<p>Decoding</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>•apply phonic knowledge to decode words</li> <li>•speedily read all 40+ leers/groups for 40+ phonemes</li> <li>•read accurately by blending taught GPC</li> <li>•read common exception words</li> <li>•read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>•read multi-syllable words containing taught GPCs</li> <li>•read contractions and understanding use of apostrophe</li> <li>•read aloud phonically-decodable texts</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>*secure phonic decoding unless reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multi-syllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondences</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>						
<p>Range of Reading</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>•listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>•being encouraged to link what they read or hear read to their own experiences</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>*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</li> </ul>						
<p>Familiarity with texts</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognising and joining in with predictable phrases</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>*recognising simple recurring literary language in stories and poetry</li> </ul>						
<p>Poetry and Performance</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>*learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>						
<p>Word Meanings</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>*discussing word meanings, linking new meanings to those already known</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>*discussing their favourite words and phrases</li> </ul>						
<p>Understanding</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>*discussing the sequence of events in books and how items of information are related</li> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>						



## Blackboys CE School Reading Curriculum Cycle A


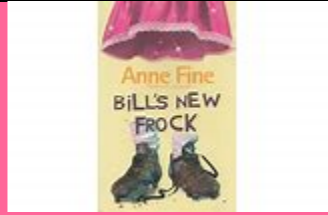

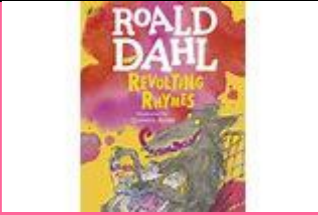
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	*checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	Year 1 *discussing the significance of the title and events *making inferences on the basis of what is being said and done Year 2 *making inferences on the basis of what is being said and done *answering and asking questions
Prediction	Year 1 *predicting what might happen on the basis of what has been read so far Year 2 *predicting what might happen on the basis of what has been read so far
Authorial intent	
Non-fiction	Year 2 *being introduced to non-fiction books that are structured in different ways
Discussing Reading	Year 1 *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 Year 2 *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



## Blackboys CE School Reading Curriculum Cycle A

[Type here]

<p>Class 3 Whole Class Reading Text</p>					
<p>Decoding</p>	<p>*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</p>				
<p>Range of Reading</p>	<p>*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</p>				
<p>Familiarity with texts</p>	<p>*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</p>				
<p>Poetry and Performance</p>	<p>*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</p>				
<p>Word Meanings</p>	<p>*using dictionaries to check the meaning of words that they have read</p>				
<p>Understanding</p>	<p>*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</p>				
<p>Inference</p>	<p>*drawing inferences such as inferring characters' feelings, thoughts and moves from their actions, and justifying inferences with evidence</p>				
<p>Prediction</p>	<p>*predicting what might happen from details stated and implied</p>				
<p>Authorial intent</p>	<p>*discussing words and phrases that capture the reader's interest and imagination            *identifying how language, structure, and presentation contribute to meaning</p>				



## Blackboys CE School Reading Curriculum Cycle A






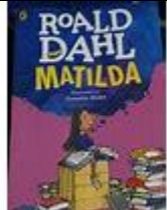

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Non-fiction	*retrieve and record information from non-fiction
Discussing Reading	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say



## Blackboys CE School Reading Curriculum Cycle A

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Class 4 Whole Class Reading Text	      	The River by Valerie Bloom
Decoding	<p>Year 4</p> <ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>*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</li> </ul>	
Range of Reading	<p>Year 4</p> <ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across book</li> </ul>	
Familiarity with texts	<p>Year 4</p> <ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>*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</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	
Poetry and Performance	<p>Year 4</p> <ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>*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</li> </ul>	
Word Meanings	<p>Year 4</p> <ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>*use understanding of prefixes and suffixes to determine the meaning of unfamiliar words</li> </ul>	
Understanding	<p>Year 4</p> <ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> <li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main idea</li> </ul>	
Inference	<p>Year 4</p> <ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and moves from their actions, and justifying inferences with evidence</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and moves from their actions, and justifying inferences with evidence</li> </ul>	
Prediction	<p>Year 4</p> <ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	
Authorial intent	<p>Year 4</p> <ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	



## Blackboys CE School Reading Curriculum Cycle A

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Non-fiction	Year 4 *retrieve and record information from non-fiction Year 5 *distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction
Discussing Reading	Year 4 *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 Year 5 *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





## Blackboys CE School Reading Curriculum Cycle A

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Class 5 Whole Class Reading Text	
Decoding	<p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>*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</li> </ul>
Range of Reading	<p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across book</li> </ul>
Familiarity with texts	<p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>*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</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul>
Poetry and Performance	<p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>*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</li> </ul>
Word Meanings	<p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>*use understanding of prefixes and suffixes to determine the meaning of unfamiliar words</li> </ul>
Understanding	<p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> <li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main idea</li> </ul>
Inference	<p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and moves from their actions, and justifying inferences with evidence</li> </ul>
Prediction	<p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>
Authorial intent	<p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
Non-fiction	<p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from nonfiction</li> </ul>



## Blackboys CE School Reading Curriculum Cycle A

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Discussing Reading	Year 5 & 6 *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
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