



Reading Long Term Sequence



Year 1		
Pupils should be taught to:		
develop pleasure in reading, motivation to read, vocabulary and understanding by:	understand both the books they can already read accurately and fluently and those they listen to by:	
<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. 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 learning to appreciate rhymes and poems, and to recite some by heart. discussing word meanings, linking new meanings to those already known 	<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. discussing the significance of the title and events making inferences on the basis of what is being said and done. predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> 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.
Autumn Term	Spring term (Units are typically taught in the spring term but can be taught in the summer depending on the placement of Easter in the academic year)	Summer Term
<p>Beegu: Contemporary narrative picture book</p> <p>Where the Wild Things Are: Classic picture book.</p> <p>The Storm Whale: Contemporary narrative picture book</p> <p>The Owl and the Pussycat Edward Lear: Heritage poem and seminal poet</p> <p>Aesop's Fables – The Boy Who Cried Wolf: Heritage text Story with a moral</p>	<p>The Tale of Peter Rabbit: Heritage text and seminal female author.</p> <p>Look Up! Contemporary narrative picture book</p> <p>Here We Are: Contemporary narrative picture book.</p> <p>Chocolate Cake Michael Rosen Humorous contemporary poem</p>	<p>There's a Rang-tan in my Bedroom: contemporary narrative picture book.</p> <p>And Tango Makes Three: Contemporary narrative picture book and information text.</p> <p>Aesop's Fables – The Hare and the Tortoise: Heritage text Story with a moral</p> <p>The Proudest Blue: Contemporary narrative picture book</p>

'Little seeds grow magnificent trees'



Reading Long Term Sequence



Year 2		
Pupils should be taught to:		
develop pleasure in reading, motivation to read, vocabulary and understanding by:	understand both the books they can already read accurately and fluently and those they listen to by:	
<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. discussing the sequence of events in books and how items of information are related. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways <i>*NF texts are explored throughout all units in the supplementary text lessons.</i> recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 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"> 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. making 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 	<ul style="list-style-type: none"> 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. explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.
Autumn Term	Spring term (Units are typically taught in the spring term but can be taught in the summer depending on the placement of Easter in the academic year)	Summer Term
<p>Grandad’s Island: Contemporary narrative picture book</p> <p>Aesop’s Fables – The Goose that laid the Golden Eggs: Heritage text</p> <p>Mrs Noah’s Pockets: Contemporary narrative picture book</p> <p>Paddington: Heritage text Classic picture book</p> <p>The Christmas Pine: Julia Donaldson Contemporary narrative poem</p>	<p>The Quangle Wangle’s Hat: Edward Lear Heritage poem and seminal poet</p> <p>Coming to England: Contemporary narrative picture book</p> <p>The Street Beneath My Feet: Contemporary non-narrative picture book</p>	<p>Fantastically Great Women Who Changed the World: Illustrated anthology of biographies of women</p> <p>Fantastic Mr Fox: Classic short novel</p>

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	<p>Rhythm of the Rain: Contemporary narrative picture book</p> <p>Little People Big Dreams: David Attenborough: Illustrated biography</p>	
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Reading Long Term Sequence



Year 3		
Pupils should be taught to:		
develop positive attitudes to reading and understanding of what they read by:	understand what they read, in books they can read independently, by:	
<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 using dictionaries to check the meaning of words that they have read 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 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <i>*This is also addressed in the CUSP Writing curriculum</i> 	<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 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 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.
Autumn Term	Spring Term (Units are typically taught in the spring term but can be taught in the summer depending on the placement of Easter in the academic year)	Summer Term
Greta and the Giants: Contemporary narrative picture book The Pebble In My Pocket : Contemporary non-narrative picture book Leon and the Place Between: Contemporary narrative picture book 'Twas the Night Before Christmas: Seminal heritage poem	Sam Wu is Not Afraid of the Dark: Contemporary narrative chapter book My Shadow - Robert Louis Stephenson: Classic heritage children's poem Operation Gadget man: Contemporary narrative chapter book	The Dancing Bear: Contemporary narrative chapter book The Magician's Nephew: Heritage narrative chapter book

Year 4

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Reading Long Term Sequence



Pupils should be taught to:		
develop positive attitudes to reading and understanding of what they read by:	understand what they read, in books they can read independently, by:	
<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 using dictionaries to check the meaning of words that they have read 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 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <i>*This is also addressed in the CUSP Writing curriculum</i> 	<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 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 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.
Autumn Term	Spring Term (Units are typically taught in the spring term but can be taught in the summer depending on the placement of Easter in the academic year)	Summer Term
<p>The Queens nose: Classis short novel</p> <p>The Raven: Heritage poem and seminal poet</p> <p>The Girl who Stole an Elephant: Thrilling adventure story</p>	<p>Varjak Paw: Contemporary narrative chapter book</p> <p>The Boy at the Back of the Class: Contemporary narrative</p>	<p>Young, Gifted and Black: Anthology</p> <p>Wind in the Willows: Heritage narrative text</p>

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