



# Reading Long Term Sequence



<b>Year 1</b>		
<b>Pupils should be taught to:</b>		
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"> <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> <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> <li>learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul>	<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> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done.</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<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>
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Beegu:</b> Contemporary narrative picture book</p> <p><b>Where the Wild Things Are:</b> Classic picture book.</p> <p><b>The Storm Whale:</b> Contemporary narrative picture book</p> <p><b>The Owl and the Pussycat</b> Edward Lear: Heritage poem and seminal poet</p> <p><b>Aesop's Fables – The Boy Who Cried Wolf:</b> Heritage text Story with a moral</p>	<p><b>The Tale of Peter Rabbit:</b> Heritage text and seminal female author.</p> <p><b>Look Up!</b> Contemporary narrative picture book</p> <p><b>Too much stuff:</b> Humorous story</p> <p><b>And Tango Makes Three:</b> Contemporary narrative picture book and information text.</p>	<p><b>Here We Are:</b> Contemporary narrative picture book.</p> <p><b>The Lion Inside:</b> Contemporary rhyming narrative poem</p> <p><b>There's a Rang-tan in my Bedroom:</b> contemporary narrative picture book.</p>

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		<p><b>Aesop's Fables – The Hare and the Tortoise:</b> Heritage text Story with a moral</p> <p><b>The Proudest Blue:</b> Contemporary narrative picture book</p>
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# Reading Long Term Sequence



<b>Year 2</b>		
<b>Pupils should be taught to:</b>		
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"> <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> <li>discussing the sequence of events in books and how items of information are related.</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>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></li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <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>	<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> <li>making inferences on the basis of what is being said and done answering and asking questions.</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.</li> </ul>

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# Reading Long Term Sequence



Autumn Term	Spring Term	Summer Term
<p><b>Grandad's Island:</b> Contemporary narrative picture book</p> <p><b>Aesop's Fables – The Goose that laid the Golden Eggs:</b> Heritage text</p> <p><b>Mrs Noah's Pockets:</b> Contemporary narrative picture book</p> <p><b>Paddington:</b> Heritage text Classic picture book</p> <p><b>The Christmas Pine:</b> Julia Donaldson Contemporary narrative poem</p>	<p><b>The Quangle Wangle's Hat:</b> Edward Lear Heritage poem and seminal poet</p> <p><b>Coming to England:</b> Contemporary narrative picture book</p> <p><b>Planet full of Plastic:</b> information picture book</p> <p><b>Rhythm of the Rain:</b> Contemporary narrative picture book</p> <p><b>Aesop's Fables – The Sun and The Wind:</b> Heritage text</p>	<p><b>Fantastically Great Women Who Changed the World:</b> Illustrated anthology of biographies of women</p> <p><b>Little People Big Dreams: David Attenborough:</b> Illustrated biography</p> <p><b>Fantastic Mr Fox:</b> Classic short novel</p>

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# Reading Long Term Sequence



<b>Year 3</b>		
<b>Pupils should be taught to:</b>		
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"> <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> <li>• using dictionaries to check the meaning of words that they have read</li> <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> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<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>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>

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# Reading Long Term Sequence



<i>*This is also addressed in the CUSP Writing curriculum</i>		
Autumn Term	Spring Term	Summer Term
<p><b>Greta and the Giants:</b> Contemporary narrative picture book</p> <p><b>The Pebble In My Pocket:</b> Contemporary non-narrative picture book</p> <p><b>Leon and the Place Between:</b> Contemporary narrative picture book</p> <p><b>'Twas the Night Before Christmas:</b> Seminal heritage poem</p>	<p><b>Sam Wu is Not Afraid of the Dark:</b> Contemporary narrative chapter book</p> <p><b>My Shadow - Robert Louis Stephenson:</b> Classic heritage children's poem</p> <p><b>Operation Gadget man:</b> Contemporary narrative chapter book</p>	<p><b>The Dancing Bear:</b> Contemporary narrative chapter book</p> <p><b>The Magician's Nephew:</b> Heritage narrative chapter book</p>

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# Reading Long Term Sequence



Year 4		
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"> <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> <li>using dictionaries to check the meaning of words that they have read</li> <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> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry] *<i>This is also addressed in the CUSP Writing curriculum</i></li> </ul>	<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>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> <li>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.</li> </ul>
Autumn Term	Spring Term	Summer Term
<b>The Queens nose:</b> Classis short novel	<b>Varjak Paw:</b> Contemporary narrative chapter book	<b>The Boy at the Back of the Class:</b> Contemporary narrative

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## Reading Long Term Sequence



<p><b>The Raven:</b> Heritage poem and seminal poet</p> <p><b>The Girl who Stole an Elephant:</b> Thrilling adventure story</p>	<p><b>Young, Gifted and Black:</b> Anthology</p>	<p><b>The Borrowers:</b> Heritage narrative text</p>
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