SHOBNALL PRIMARY & NURSERY SCHOOL

ENGLISH PROGRAMME OF STUDY

READING

LONG TERM OVERVIEW FOR READING

KEY VOCABULARY INFERENCE PREDICT EXPLAIN RETRIEVE SEQUENCE/SUMMARISE

Nursery	Milestone 1	Milestone 2	Milestone 3
	DAILY STORY TIME **Text suggestions:** *Elmer - David McKee* *The Enormous Turnip - Katie Daynes* *We're Going on a Bear Hunt – Michael Rosen*	*DAILY STORY TIME* **Text suggestions:** *Supertato! – Paul Linnet & Sue Hendra* *The 3 Billy Goats Gruff* *Rosie's Walk – Pat Hutchings*	*DAILY STORY TIME* **Text suggestions:** *Come on! Daisy - Jane Simmons* *The Gingerbread Man* *Burglar Bill – Janet & Allan Ahlberg*
	Foundations for Phonics contributes to the provision for 'Communication and language' and 'Literacy' (DfE, 2020)1; it should sit alongside a stimulating language-rich provision. *Foundations for Phonics* sets out the provision that should be in place to ensure children are well prepared to begin grapheme–phoneme correspondence and blending at the start of Reception. The provision should include a balance of child-led and adult-led experiences. The most important aspects of *Foundations for Phonics* to develop in the nursery are: • sharing high-quality stories and poems with children • learning a range of nursery rhymes and action rhymes • activities that develop focused listening and attention, including oral blending • attention to high-quality language with children. The above provision will ensure children are in the best possible place to begin Phase 2 at the very start of Reception. Please see Appendix 1 for additional information.		

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Reception	Milestone 1	Milestone 2	Milestone 3
	DAILY STORY TIME *Text suggestions:* *Owl Babies - Martin Waddell* *Little Red Hen* *How to catch a star - Oliver Jeffers*	*DAILY STORY TIME* *Text suggestions:* *Room on the Broom - Julia Donaldson* *The Three Little Pigs* *Mr Gumpy's Outing – John Burningham*	*DAILY STORY TIME* *Text suggestions:* *Little Red Riding Hood* *Shark in the Park – Nick Sharratt* *Mog the Forgetful Cat – Judith Kerr*
	Children are given regular opportunities to apply the phonics they have learned to reading fully decodable books. The phonic progression in these books matches the progression of Little Wandle Letters and Sounds Revised. These reading practice sessions take place at least three times a week. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills: • decoding • prosody – reading with meaning, stress and intonation • comprehension – understanding the text. The reading practice sessions have a clear structure: • Pre-read: Revisit and review • Reading practice: Practise and apply • Review: Pacey review of any misconceptions and explanation of what is expected for home reading. Assessments in conjunction with the matching grid will be used to match each child's secure phonic knowledge in reading words to the appropriate decodable reading book for the next six weeks. Please see Appendix 2 for further information.		

LONG TERM OVERVIEW FOR READING

KEY VOCABULARY INFERENCE PREDICT EXPLAIN RETRIEVE SEQUENCE/SUMMARISE

Year 1	Autumn Term	Spring Term	Summer Term
Topic	**LAND OF HOPE AND GLORY**	**TO INFINITY AND BEYOND!**	**WHERE THE WILD THINGS ARE**
	STORY TIME ***Suggested texts:*** *Mr Wolf's Pancakes – Jan Fearnley* *The Hodgeheg – Dick King-Smith* *Dogger – Shirley Hughes*	*STORY TIME* ***Suggested texts:*** *Chocolate Cake – Michael Rosen* *The Knight Who Wouldn't Fight – Helen Docherty* *Winnie the Pooh – A. A. Milne*	*WHOLE CLASS READING*
	Children are given regular opportunities to apply the phonics they have learned to reading fully decodable books. The phonic progression in these books matches the progression of Little Wandle Letters and Sounds Revised. These reading practice sessions take place at least three times a week. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills: • decoding • prosody – reading with meaning, stress and intonation • comprehension – understanding the text. The reading practice sessions have a clear structure: • Pre-read: Revisit and review • Reading practice: Practise and apply • Review: Pacey review of any misconceptions and explanation of what is expected for home reading. Assessments in conjunction with the matching grid will be used to match each child's secure phonic knowledge in reading words to the appropriate decodable reading book for the next six weeks. Please see Appendix 2 for further information.		

LONG TERM OVERVIEW FOR READING

KEY *VOCABULARY* *INFERENCE* *PREDICT* *EXPLAIN* *RETRIEVE* *SEQUENCE/SUMMARISE*

Year 2	Autumn Term	Spring Term	Summer Term
Topic	**FIRE, FIRE!**	**I HAVE A DREAM**	**GADGETS AND GIZMOS**
	READING PRACTICE SESSIONS		
Vocabulary	Children discuss new word meanings. Discuss favourite words and phrases.	Children discuss new word meanings and link them to words that they already know. Discuss favourite words and phrases.	Children discuss new word meanings and link them to words that they already know, including root words. Discuss favourite words and phrases.
Inference	Children make inferences about a characters' feelings using what they say and do.	Children make inferences about a characters' feelings using what they say and do to infer more obvious points.	Children make inferences about a characters' feelings using what they say and do to infer more obvious points and begin to pick up on some more subtle references.
Predict	Children use what has happened so far in a story, to make sensible predictions about what could happen next.	Children use own knowledge, as well as what has happened so far in a story, to make sensible predictions about what could happen next.	Children use own knowledge, as well as what has happened so far in a story, to make sensible predictions about what could happen next and give explanations of them.
Explain	Children generate literal recall questions of their own which go with the text they are reading, before, during and after reading.	Children generate literal recall questions of their own which go with the text they are reading, before, during and after reading. Children use their own question words.	Children generate literal recall questions of their own which go with the text they are reading, before, during and after reading. Children use their own question words and begin to be able to change their questions as they progress through the text.
Retrieve	With support, children explain their understanding of what they have read themselves by answering simple questions about what has just happened.	Children explain their understanding of what they have read themselves by answering simple questions about what has just happened.	Children clearly explain their understanding of what they have read themselves by answering questions about what has just happened.
Sequence	Children retell and sequence events from texts and discuss how the events are related.	Children retell and sequence events from texts and discuss how the events are related and how they shape the story.	Children retell and sequence events from texts and discuss how the events are related and how they shape the story, focussing on the main content of the text.
Key questions	Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think ………. is repeated in this section? Can you explain why……….? What do you think the author intended when they said……….?		

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<table>
<tr>
<td></td>
<td colspan="3">
How does ………. make you feel?
How does the choice of character or setting affect what will happen next?
What is happening? What do you think happened before? What do you think will happen after?
What do you think the last paragraph suggests will happen next?
Would you like to live in this setting? Why/why not?
Is there anything you would change about this story?
Do you like this text? What do you like about it?
What kind of text is this?
How did …….?
How many…..?
What happened to……?
Can you summarise in a sentence the opening/middle/end of the story?
In what order do these chapter headings come in the story?
</td>
</tr>
<tr>
<td>Key texts</td>
<td>The Owl Who Was Afraid of the Dark - Jill Tomlinson
CGP Non-Fiction
CGP Poetry</td>
<td>The Twits - Roald Dahl
CGP Non-Fiction
CGP Poetry</td>
<td>The Worst Witch - Jill Murphy
CGP Non-Fiction
CGP Poetry</td>
</tr>
<tr>
<td>Suggested Daily Story time texts</td>
<td colspan="3">
Wind in the Willows - Kenneth Grahame
The Queen's Nose - Dick King-Smith
The Accidental Prime Minister - Tom McLaughlin
</td>
</tr>
</table>

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Year 3	Autumn Term	Spring Term	Summer Term
Topic	**MEET THE FLINTSTONES**	**BY THE RIVERS OF BABYLON**	**IRON MAN**
	READING PRACTICE SESSIONS		
Vocabulary	Children begin to find the meaning of new words by using the context of the sentence it is in to help them. With support, use dictionaries to check the meaning of words that they have read.	Children begin to find the meaning of new words by using the context of the sentence it is in to help them. They also use the skills of looking at the picture. Use dictionaries to check the meaning of words that they have read.	Children begin to find the meaning of new words by using the context of the sentence it is in to help them. They also use the skills of looking at the picture, finding root words and breaking words down. Independently, use dictionaries to check the meaning of words that they have read.
Inference	Children infer characters' thoughts and feelings from their stated actions.	Children infer characters' thoughts and feelings from their stated actions, beginning to justify them with some reference to a specific point in the text.	Children infer characters' feelings, thoughts and motives from their stated actions, beginning to justify them with some reference to a specific point in the text.
Predict	Children use relevant prior knowledge to form predictions.	Children use relevant prior knowledge to form predictions and justify them.	Children use relevant prior knowledge to form predictions and justify them. Children are taught the skill of using as details from the text to form further predictions.
Explain	Children generate questions, including retrieval and inferential questions to help them understand a text further.	Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further.	Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further.
Retrieve	Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction..	Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction, using some quotations.	Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction, using some quotations.
Summarise	Children begin to distinguish between important and unimportant information in a text.	Children begin to distinguish between important and unimportant information in a text and synthesise the key points.	Children begin to distinguish between important and unimportant information in a text and synthesise the key points to give a brief verbal summary.
Key questions	Which word tells you that….? Find one word in the text which means…… How do the descriptions of …… show that they are …….. ? How can you tell that…… ? From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? Why is the text arranged in this way? What structures has the author used?		

LONG TERM OVERVIEW FOR READING

KEY **VOCABULARY** **INFERENCE** **PREDICT** **EXPLAIN** **RETRIEVE** **SEQUENCE/SUMMARISE**

<table>
<tr>
<td></td>
<td colspan="3">
What is the purpose of this text feature?
How did…?
How often…?
Who had…? Who is…? Who did….?
What are the key events from the story/which parts can we dismiss?
</td>
</tr>
<tr>
<td>Key texts</td>
<td>George's Marvellous Medicine – Roald Dahl
CGP Non-Fiction
CGP Poetry</td>
<td>Charlotte's Web – E.B. White
CGP Non-Fiction
CGP Poetry</td>
<td>The Iron Man – Ted Hughes
CGP Non-Fiction
CGP Poetry</td>
</tr>
<tr>
<td>Suggested Daily Story time texts</td>
<td colspan="3" align="center">Stig of the Dump – Clive King
Pippi Longstocking – Astrid Lindgren
Varjak Paw – SF Said</td>
</tr>
</table>

LONG TERM OVERVIEW FOR READING

KEY *VOCABULARY* *INFERENCE* *PREDICT* *EXPLAIN* *RETRIEVE* *SEQUENCE/SUMMARISE*

Year 4	Autumn Term	Spring Term	Summer Term
Topic	**THE EMPIRE STRIKES BACK!**	**GAME OF THRONES**	**ANY DREAM WILL DO**
	READING PRACTICE SESSIONS		
Vocabulary	Children find the meaning of new words by using the context of the sentence it is in to help them. They also use the skill of linking words to other words that they know.	Children find the meaning of new words by using the context of the sentence it is in to help them. They also use the skill of linking words to other words that they know. Discuss words and phrases that capture the reader's interest and imagination.	Children find the meaning of new words by using the context of the sentence it is in to help them. They also use the skill of linking words to other words that they know. Discuss words and phrases that capture the reader's interest and imagination and explain why.
Inference	Children infer characters' feelings, thoughts and motives from their stated actions and through dialogue.	Children infer characters' feelings, thoughts and motives from their stated actions and through dialogue, consolidating the skill of justifying them with some reference to a specific point in the text.	Children infer characters' feelings, thoughts and motives from their stated actions and through dialogue, consolidating the skill of justifying them with some reference to a specific point in the text. Children begin to use inference skills to support predictions.
Predict	Children use relevant prior knowledge, as well as details from the text to form predictions and confidently justify them.	Children use relevant prior knowledge, as well as details from the text to form predictions and confidently justify them. Children monitor predictions.	Children use relevant prior knowledge, as well as details from the text to form predictions and confidently justify them. Children monitor predictions, and compare them with the text as they read on.
Explain	Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning of a text to help them understand further.	Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.	Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.
Retrieve	Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses	Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses	Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses.
Summarise	Children distinguish between important and unimportant information in a text and synthesise the key points to give a brief written summary.	Children distinguish between important and unimportant information in a text and synthesise the key points to give a brief written summary.	Children distinguish between important and unimportant information in a text and synthesise the key points to give a brief written summary.
Key questions	Find and highlight the word that is closest in meaning to……. What voice might these characters use? What was …. thinking when…..		

LONG TERM OVERVIEW FOR READING

KEY *VOCABULARY* *INFERENCE* *PREDICT* *EXPLAIN* *RETRIEVE* *SEQUENCE/SUMMARISE*

	What does this paragraph suggest will happen next? Do you think the choice of setting will influence how the plot develops? Is the use of ….. effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What happened to…? What does…. do? How ….. is ……..? Can you briefly summarise the story in 5 sentences?
Key texts	There's a Boy in the Girls' Bathroom – Louis Sachar OR The Lion, The Witch and The Wardrobe – C. S. Lewis CGP Non-Fiction CGP Poetry / The Firework-Maker's Daughter – Philip Pullman CGP Non-Fiction CGP Poetry / Tom's Midnight Garden – Philippa Pearce CGP Non-Fiction CGP Poetry
Suggested Daily Story time texts	Charlotte's Web – E. B. White The Amazing Story of Adolphus Tips – Michael Morpurgo Demon Dentist – David Walliams

LONG TERM OVERVIEW FOR READING

KEY VOCABULARY INFERENCE PREDICT EXPLAIN RETRIEVE SEQUENCE/SUMMARISE

Year 5	Autumn Term	Spring Term	Summer Term
Topic	**OFF WITH THEIR HEADS!**	**EXPELLIARMUS!**	**THE HOUSE OF WISDOM**
		READING PRACTICE SESSIONS	
Vocabulary	Children read around the word.	Children read around the word and are taught to explore its broader meaning.	Children read around the word and are taught to explore its broader meaning within a section or paragraph.
Inference	Children infer characters' feelings, thoughts and motives using single pieces of evidence.	Children infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support each point made.	Children infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support each point made, beginning to draw evidence from different places across the text.
Predict	Predictions are supported by relevant evidence drawn from the text.	Predictions are supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.	Predictions are accurate and supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.
Explain	Children actively generate a variety questions to focus the reading.	Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text.	Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking questions that take the discussion deeper and beyond the text, which the children begin to use.
Retrieve	Children use skimming, scanning and reading before and after to retrieve and record information. Distinguish between statements of fact and opinion.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from a larger part of the text. Distinguish between statements of fact and opinion.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from a larger part of the text. Distinguish between statements of fact and opinion.
Summarise	Children summarise information from across a text.	Children summarise information from across a text and make connections by considering the ideas within a text.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within a text.
Key questions	Find a word or phrase which shows/suggests that……. How do these words make the reader feel? How does this paragraph suggest this? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Which words and phrases did ….. effectively? Which section was the most interesting/exciting part?		

LONG TERM OVERVIEW FOR READING

KEY **VOCABULARY** **INFERENCE** **PREDICT** **EXPLAIN** **RETRIEVE** **SEQUENCE/SUMMARISE**

	How are these sections linked? How would you describe this story/text? What genre is it? How do you know? Give one example of…… Using the main ideas from the text, can you summarise the main information?		
Key texts	Cirque du Freak – Darren Shan CGP Non-Fiction CGP Poetry	The Lottie Project – Jacqueline Wilson CGP Non-Fiction CGP Poetry	Journey to the River Sea – Eva Ibbotson The White Horse of Zenor – Michael Morpurgo CGP Non-Fiction CGP Poetry
Suggested Daily Story time texts	Carrie's War - Nina Bawden Holes - Louis Sachar Who Let the Gods Out - Maz Evans		

LONG TERM OVERVIEW FOR READING

KEY *VOCABULARY* *INFERENCE* *PREDICT* *EXPLAIN* *RETRIEVE* *SEQUENCE/SUMMARISE*

Year 6	Autumn Term	Spring Term	Summer Term
Topic	**VICTORY IS OURS!**	**GREAT EXPECTATIONS**	**TROY STORY**
	READING PRACTICE SESSIONS		
Vocabulary	Children read around the word and independently explore its broader meaning within a section or paragraph. Discuss how authors use language.	Children read around the word and independently explore its broader meaning within a section or paragraph. Identify how language contributes to meaning. Discuss how authors use language, including figurative language.	Children read around the word and independently explore its broader meaning within a section or paragraph. Identify how language, structure and presentation contributes to meaning. Discuss how authors use language, including figurative language, considering the impact on the reader.
Inference	Children confidently infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text.	Children infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text.	Children infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text.
Predict	Predictions are accurate and supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.	Predictions are accurate and supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.	Predictions are accurate and supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.
Explain	Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text. Recommend books that they have read to their peers. Discuss their understanding of what they have read.	Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text. Recommend books that they have read to their peers explaining their reasons. Explain and discuss their understanding of what they have read.	Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text. Recommend carefully selected books that they have read to the different audiences, explaining their reasons. 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.
Retrieve	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text.

LONG TERM OVERVIEW FOR READING

KEY *VOCABULARY* *INFERENCE* *PREDICT* *EXPLAIN* *RETRIEVE* *SEQUENCE/SUMMARISE*

	Identifying and discussing themes and conventions in a wide range of texts.	Identifying and discussing themes and conventions in and across a wide range of texts.	Identifying and discussing themes and conventions in and across a wide range of texts.
Summarise	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within and between texts. Make comparisons within and across books based on key ideas.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within and between texts. Make comparisons within and across books based on key ideas.
Key questions	What do the words ...... and …… suggest about the character, setting and mood? Which keyword tells you about the character/setting/mood? What impression of …… do you get from these paragraphs? Who is telling the story? Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text. What is the author's point of view? What affect does ….. have on the audience? How does the author engage the reader here? What can you learn from …… from this section? The story is told from whose perspective? Using the main ideas from the text, can you summarise the information? How is this text similar to others?		
Key texts	Hana's Suitcase – Karen Levine Skellig – David Almond CGP Non-Fiction CGP Poetry	Stormbreaker – Anthony Horowitz CGP Non-Fiction CGP Poetry	Kensuke's Kingdom – Michael Morpurgo CGP Non-Fiction CGP Poetry
Suggested Daily Story time texts	Treasure Island - Robert Louis Stevenson Street Child - Berlie Doherty Wonder - RJ Palacio		