

SJC Federation Reading Curriculum

Reading is the foundation of our school curriculum; it provides the passport our children need to fully embrace and succeed in their future life. We ensure that every pupil, from entry in the Nursery, benefits from quality first teaching, timely intervention (as required) and most importantly the opportunity to foster a life-long love of reading.

At St John's, we have designed an exciting, sequential, creative curriculum that is driven by high quality texts and builds knowledge, understanding and skills to prepare our children for life beyond their Primary education. We have purposefully chosen a range of texts that link to our curriculum and unique context to ensure that our children become active critical readers. These texts have been chosen to ensure our pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We have ensured that the texts our children study include a range of fiction, non-fiction, poetry and songs.

National Curriculum Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

National Curriculum Aims

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

National Curriculum Key Stage One- Year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary

YEAR 1

AUTUMN 1	KEY THEMES: THE NORTH & SOUTH POLE, FRIENDSHIPS, FEELINGS, BELONGING, IDENTITY
Lost & Found 	        
AUTUMN 2	KEY THEMES: OUR CAPITAL CITY, MONARCHS, GUNPOWDER PLOT, FEAR AND RESILIENCE
The Great Fire of London 	        
SPRING 1	KEY THEMES: HISTORY OF TOYS, CHANGES OVER TIME, SIGNIFICANT ACHIEVEMENTS
Toys in Space 	      
SPRING 2	KEY THEMES: REFUGEES, BELONGING, BEING DIFFERENT, GOOD TO BE ME, CHILDRENS RIGHTS
Beegu 	      
SUMMER 1	KEY THEMES: PLANTS WE SHARE OUR PLANET WITH, GROWING AND CHANGING, LIFE CYCLES
The Tiny Seed 	      
SUMMER 2	KEY THEMES: TRADITIONAL CLASSIC TALES AND THEIR THEMES
Goldilocks and Just the one Bear 	     

National Curriculum Key Stage One- Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum

YEAR 2

<p>AUTUMN 1</p> <p>Troll Swap</p> 	<p>KEY THEMES: TRADITIONAL TALES WITH A TWIST, ENGINEERING, ARCHITECTURE</p> 
<p>AUTUMN 2</p> <p>The Owl Who Was Afraid of the Dark</p> 	<p>KEY THEMES: NIGHTTIME, OVERCOMING OUR FEARS</p> 
<p>SPRING 1</p> <p>The Dragon Machine</p> 	<p>KEY THEMES: INVENTORS, NOT AFRAID OF RISKS, PERSISTENCE, VISIONARY QUALITIES</p> 
<p>SPRING 2</p> <p>My Name is not Refugee</p> 	<p>KEY THEMES: REFUGEES, LEAVING HOME, CHILDREN'S UNICEF RIGHTS</p> 
<p>SUMMER 1</p> <p>The Last Wolf</p> 	<p>KEY THEMES: CONSERVATION, GLOBAL CITIZENS, OUR ENVIRONMENT</p> 
<p>SUMMER 2</p> <p>Major Glad, Major Dizzy</p> 	<p>KEY THEMES: MUSEUMS, PRESERVATION OF HISTORY, INSPIRATIONAL FIGURES IN OUR LOCALITY</p> 

National Curriculum Lower Key Stage 2- Year 3 and Year 4


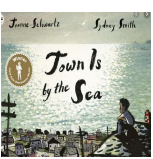
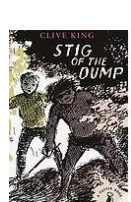


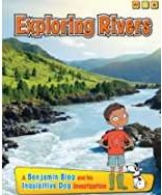
By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

YEAR 3

AUTUMN 1	KEY THEMES: COASTS, DIVERSITY, RESILIENCE, EQUALITY, INCLUSION
Seal Surfer 	       
AUTUMN 2	KEY THEMES: WINTER AROUND THE WORLD, LOSS, HOPE, CHRISTMAS TRADITIONS
Winter's Child 	       
SPRING 1	KEY THEMES: SETTLERS, PREHISTORIC INFLUENCERS, GREAT TIMES OF CHANGE
Stone Age Boy 	      
SPRING 2	KEY THEMES: WELCOMING NEWCOMERS, ASYLUM SEEKERS, HOPE, FRIENDSHIPS
The Silence Seeker 	    
SUMMER 1	KEY THEMES: JOURNEYS, RIVERS, COURAGE, KINDNESS
Journey 	      
SUMMER 2	KEY THEMES: ANCIENT CIVILIZATIONS
Zeraffa Giraffe 	      

YEAR 4

<p>AUTUMN 1</p> <p>Gorilla ANTHONY BROWNE GORILLA 30+ Illustrated by Tony Ross</p>	<p>KEY THEMES: MODERN PARENTING, FAMILIES, ANIMALS IN CAPTIVITY</p> 
<p>AUTUMN 2</p> <p>Leon & the Place Between LEON 30+ Illustrated by David Roberts</p>	<p>KEY THEMES: FANTASY, PORTAL STORIES, CIRCUS LOCAL STUDY</p> 
<p>SPRING 1</p> <p>Escape from Pompeii ESCAPE FROM POMPEII Illustrated by David Roberts</p>	<p>KEY THEMES: INVADERS, SETTLERS, STRUGGLES, PROTECTION</p> 
<p>SPRING 2</p> <p>Wisp WISP A Story of Hope Illustrated by David Roberts</p>	<p>KEY THEMES: REFUGEE LIVING, HOME, HOPE AND FREEDOM</p>  <p>under the skin</p>
<p>SUMMER 1</p> <p>When the Giant Stirred When the Giant Stirred Legend of a Volcanic Island Illustrated by Colin Gosselin</p>	<p>KEY THEMES: VOLCANOES, SURVIVORS, NATURAL DISASTERS</p> 
<p>SUMMER 2</p> <p>Where the Forest Meets the Sea WHERE THE FOREST MEETS THE SEA Illustrated by Joanne Baker</p>	<p>KEY THEMES: RAINFORESTS, DEFORESTATION</p> 

National Curriculum Upper Key Stage 2- Year 5 and Year 6



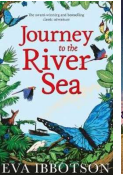
















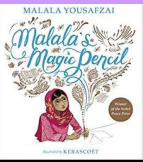

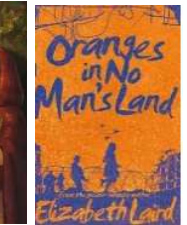

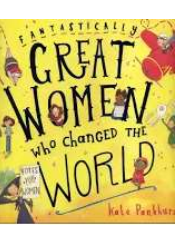


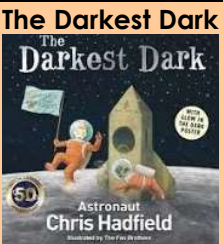



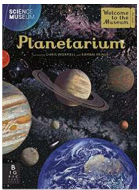

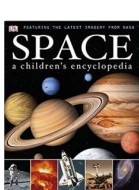



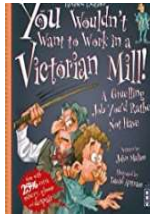
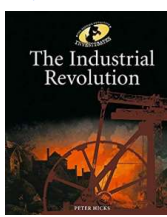


By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

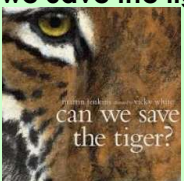
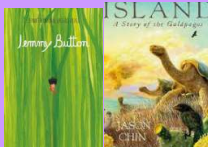

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary.

YEAR 5

AUTUMN 1	KEY THEMES: DARE DEVILS, INSPIRING WOMEN, RISK TAKERS, STRIVING FOR GOALS
Queen of the Falls 	     
AUTUMN 2	KEY THEMES: GRIMM TALES, CLASSIC FAIRY TALES, THE TUDORS & THE STUARTS
The Lost Happy Endings 	      
SPRING 1	KEY THEMES: ANCIENT GREEKS, MYTHS
Arthur and the Golden Rope 	      
SPRING 2	KEY THEMES: WOMEN WHO CHANGED THE WORLD, ASPIRATIONS, BIG DREAMS
Malala's Magic Pencil 	     
SUMMER 1	KEY THEMES: EARTH & SPACE
The Darkest Dark 	     
SUMMER 2	KEY THEMES: INDUSTRIAL MANCHESTER, VICTORIANS, POVERTY
Leather Shoe Charlie 	      

YEAR 6

<p>AUTUMN 1</p> <p>Star of Fear, Star of Hope</p> 	<p>KEY THEMES: WW2, BRAVERY, IMPACT OF WAR, BEREAVEMENT AND HEALING</p> 
<p>AUTUMN 2</p> <p>Can we Save the tiger?</p> 	<p>KEY THEMES: ECOLOGY, CONSERVATION, ENDANGERED SPECIES, HUMAN IMPACT</p> 
<p>SPRING 1</p> <p>Jemmy Button The Island</p> 	<p>KEY THEMES: MULTICULTURALISM, EVOLUTION, NATURAL SELECTION</p> 
<p>SPRING 2</p> <p>The Day War Came</p> 	<p>KEY THEMES: DISPLACEMENT & MIGRATION, HOPE & RESILIENCE</p> 
<p>SUMMER 1</p> <p>Manfish</p> 	<p>KEY THEMES: TROPICAL SEAS, AMBASSADORS OF THE OCEAN, INNOVATORS</p> 
<p>SUMMER 2</p> <p>Sky Chasers</p> 	<p>KEY THEMES: THE SKIES ABOVE, ADVENTURES, INVENTORS</p> 