

Reading Curriculum 2024-2025

Audience, Purpose and Type needs to be made explicit throughout every topic.










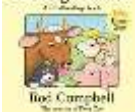
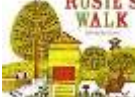

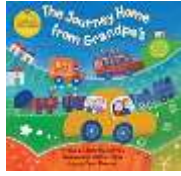


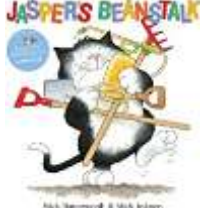


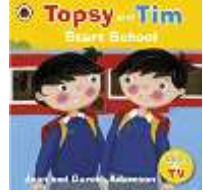


Threshold concepts

These are the long-term objectives of writing & reading that run throughout the whole school

Composition	Transcription	Analysis and Presentation	Reading
<p>Write with purpose Understanding the purpose(s) of a piece of writing.</p> <p>Use imaginative description Developing an appreciation of how best to convey ideas through description.</p> <p>Organise writing appropriately Developing an appreciation of how best to convey ideas through description.</p> <p>Use paragraphs How to group ideas to guide the reader.</p> <p>Use sentences appropriately Using different types of sentences for clarity and effect.</p>	<p>Presently neatly Developing an understanding of handwriting and clear presentation.</p> <p>Spell correctly Understanding the need for accuracy.</p> <p>Punctuate accurately Understanding that punctuation adds clarity to writing.</p>	<p>Analyse writing Understanding how grammatical choices give effect and meaning to writing.</p> <p>Present writing Learning to reflect upon writing and reading it aloud to others.</p>	<p>Read words accurately Decoding and fluency</p> <p>Understand texts Understanding the literal and more subtle nuances of texts.</p>

Beam County Primary School – Reading Curriculum Map 2024-25



Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Composite Goals</p> <ul style="list-style-type: none"> To listen and join in with stories alongside engaging in extended conversations about stories, using new vocabulary. To engage physically with books the right way up, follow text from left to right and understand that pages are sequenced. To recognise a range of familiar logos, their own and other children's names in print format. 					
Reading Strategies	<p>Through reading aloud sessions and story time, pupils begin to use the following strategies to actively monitor their reading: Activating Background Knowledge, Questioning, Clarifying, Visualising, Predicting, Summarising,</p>					
Key Texts	<p>Key Nursery rhymes to learn</p> <p>Humpty Dumpty </p> <p>Hickory Dickory Dock </p> <p>Incy Wincy Spider </p> <p>Baa Baa Black Sheep </p> <p>Twinkle, Twinkle, Little Star </p>	<p>Remember, Remember the 5th November </p> <p>My First Diwali </p> <p>The First Christmas </p> <p>Key nursery rhymes to learn: Five little ducks Five little frogs Five current buns Miss Polly had a dolly</p>	<p>Mrs Wishy Washy's Farm </p> <p>Noisy Farm </p> <p>Rosie's Walk </p> <p>I Love Animals </p> <p>Key nursery rhymes to learn: Old McDonald had a farm Five little ducks Zoom, zoom 1,2,3,4,5 once I caught a fish alive</p>	<p>Journey Home from Grandpa's </p> <p>We're Going on a Bear Hunt </p> <p>Whatever Next! </p> <p>Key nursery rhymes to learn: The Wheels on the Bus Big Red Bus Twinkle Chocolate Bar I am driving in my car Zoom, zoom 10 green bottles 10 current buns</p>	<p>Jasper's Beanstalk </p> <p>The Very Hungry Caterpillar </p> <p>A Seed in Need </p> <p>Key nursery rhymes to learn: 5-10 little Monkeys jumping on the bed 5-10 little Monkeys teasing Mr. Crocodile Tiny Caterpillar on the leaf</p>	<p>Topsy and Tim Start School </p> <p>Starting School </p> <p>The Colour Monster Goes to School </p> <p>Key nursery rhymes to learn: 5-10 Little Men In A Flying Saucer 5-10 Little Firemen Jack and Jill Three Blind Mice</p>

Beam County Primary School – Reading Curriculum Map 2024-25



Reception

Composite Goals

- To say a sound for each letter in the alphabet and at least 10 digraphs.
- To read words consistent with their phonic knowledge by sound blending.
- To read words containing adjacent consonants.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.
- Make comments about what they have heard and ask questions to clarify their understanding
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Reading Strategies

Through these decoding, prosody and comprehension sessions, pupils use the following strategies to actively monitor their reading:
 Activating Background Knowledge, Questioning, Clarifying, Visualising, Predicting, Summarising, Building Fluency

Key Texts

(This sequence represents pupils on-track with the SSP programme)

Little Wandle Letters & Sounds Phase 2



Pat It, Sit Sit Nap, Sit Sit



Tip, sit, nip, Pat a pan, Sit, tip, pat



Sit in!, Tap it Tad, A dip



Pip, Nip it Dig it, Tick Tock and Mick



Pip!, Nip it Dig it

Little Wandle Letters & Sounds Phase 2



Pots, Cans, Cups!



Rag Duck, Duck Socks, Bad Luck Dad



Nell and Tess, Up and Off!, Hush!



Fix it Fox, Jazz and Jet, Ding Dong



Dash to Dig, Cubs, Jig and Jog



Buzz, Hop, Zip, Will it Sink?, Big Mud Run

Little Wandle Letters & Sounds Phase 3



Pink Boat, Pink Car, Finn Feels Better



A job for the dog, I look for Mark



Jack and Zain, Get Set for Fun



It is a fox, Rock Pools



Down to Up, Odd Fish

Little Wandle Letters & Sounds Phase 3



Aimee and the tablet, Lee and the box,



Nipper and Gull, The Hopper



The Power Cut, In the Dark Woods



Down the river, Food on the Farm

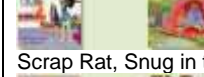


Owls in the Night, Is it hidden?

Little Wandle Letters & Sounds Phase 4



The foolish timid rabbit, Tickets!



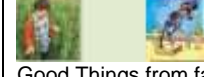
Scrap Rat, Snug in the Tent



Crick and Crock have lunch, Thumper



How the ear can hear, Stunt Jets



Good Things from farms, Track a T-Rex



Strong trucks, From the top

Little Wandle Letters & Sounds Phase 4



Eggs on toast, Dragon in the Jam



The Monster on the Train, Zebra's Tent



Chicken Coop Scoop, I love it!



Harper and the Big Dog, Spook Night

Beam County Primary School – Reading Curriculum Map 2024-25



Year 1

Composite Goals

- To apply phonic knowledge and skills as the route to decode words.
- To blend sounds in unfamiliar words using the GPCs that they have been taught.
- To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.
- To read words containing taught GPCs.
- To read words containing -s, -es, -ing, -ed and -est endings.
- To read words with contractions, e.g. I'm, I'll and we'll.
- To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
- To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.
- To reread texts to build up fluency and confidence in word reading.
- To check that a text makes sense to them as they read and to self-correct.
- To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
- To link what they have read or have read to them to their own experiences.
- To retell familiar stories in increasing detail.
- To join in with discussions about a text, taking turns and listening to what others say.
- To discuss the significance of titles and events.
- To discuss word meaning and link new meanings to those already known.
- To begin to make simple inferences.
- To predict what might happen on the basis of what has been read so far.
- To recite simple poems by heart.

Reading Strategies

Through these decoding, prosody and comprehension sessions, pupils use the following strategies to actively monitor their reading:
Activating Background Knowledge, Questioning, Clarifying, Visualising, Predicting, Summarising, Building Fluency

Key Texts

(This sequence represents pupils on-track with the SSP programme)

Little Wandle Letters & Sounds Phase 4



A Year in Japan, Stunning Stunts



Extinct Monsters, How to spot an otter



It's freezing out!, Train to win



Maps, Storms

Little Wandle Letters & Sounds Phase 5



Not in Otter's Pocket, The Elf and the Cobbler, The Dragon Keeper's Handbook



Blackcurrant Jam, Sharks, Sticking Power

Little Wandle Letters & Sounds Phase 5



Let's Pretend, Iris' wild ride, Jake and Jen and the Balloon of Doom



Wild Homes, This is our planet, Be a cave explorer

Little Wandle Letters & Sounds Phase 5



Don't Blame Me, The Stone Shadows, Look Out Nebit

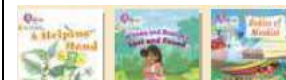


How to draw cat and dog, Show time, Welcome to my home!

Little Wandle Letters & Sounds Phase 5



Disaster Duck Noisy Neesha, The Hide & Seek Squirrels



A Helping hand, Witney and Boscoe's lost and found, Oodles of noodles,

Little Wandle Letters & Sounds Phase 5













Around the World in 72 days, Bear spotting, How not to be eaten



Beetles Around the world, Crocs & Rocks, Welcome to Loch Ness

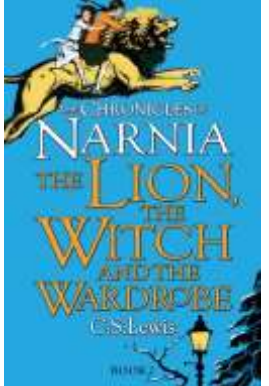

Beam County Primary School - Reading Curriculum Map 2024-25



<p>Year 2</p>	<p>Composite Goals</p> <ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automaticity has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the taught graphemes, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes. To read most Y1/Y2 common exception words, noting unusual correspondences between spelling and sound, where these occur in the word. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. To recognise that non-fiction books are often structured in different ways. 		
<p>Reading Strategies</p>	<p>Through Whole Class Reading sessions, pupils use the following strategies to actively monitor their reading: Activating Background Knowledge, Questioning, Clarifying, Visualising, Predicting, Summarising, Building Fluency</p>		
<p>Components</p>	<p>Little Wandle Letters & Sounds Phase 5 Review</p>  <p>The Dragon King's Daughter, The Knight Who Could Knit, The Shy Monster, The Great Fire of London, Poles Apart, Reptiles Break Rules</p> <p>Picture Books The Highway Rat The Way Home For Wolf Meerkat Christmas</p>  <p>Non-Fiction Amelia Earhart Vlad & The Great Fire of London.</p>  <p>Poetry Owl Owl & The Pussycat</p> 	<p>Picture Books Sully the Seahorse Prince Cinder There is no Dragon in this Story.</p>  <p>Non-Fiction The Sea Below My Toes Interview With A Shark and Other Ocean Giants Too.</p>  <p>Poetry Little Red Riding Hood & The Wolf</p> 	<p>Picture Books Emmanuel's Dream Wangari's Trees of Peace Flotsam</p>  <p>Non-Fiction Vlad & The Florence Nightingale Adventure</p>  <p>Poetry Dear Mum/My Mum Chocolate Cake</p> 

Beam County Primary School - Reading Curriculum Map 2024-25



Domain/ Duration	Picture books, Non-Fiction & Poetry: 4 weeks	Novel study: An Alien in the Jam Factory 8 weeks	Picture books, Non-fiction & Poetry: 4 weeks	Novel study: The Lion, The Witch & The Wardrobe 8 weeks	Picture books and Non-fiction: 4 weeks	Novel study: The Miraculous Journey of Edward Tulane 8 weeks
Year 3	<p>Composite Goals</p> <ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. To begin to read Y3/Y4 exception words. To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. To retrieve and record information from non-fiction texts. 					
Reading Strategies	<p>Through Whole Class Reading sessions, pupils use the following strategies to actively monitor their reading: Activating Background Knowledge, Questioning, Clarifying, Visualising, Predicting, Summarising, Building Fluency</p>					
Components	<p>Picture Books Perfectly Norman Smoot: A Rebellious Shadow</p>  <p>Poetry The Owl & The Pussycat The Sound Collector Matilda Who Told Lies and was Burned to Death My Shadow</p> <p>Non-Fiction A range of book based and online biographies, information texts, explanation texts, articles and interviews.</p>	<p>Full Novel Study An Alien in the Jam Factory</p> 	<p>Picture Books The Man Who Walked Between The Towers The Tunnel Henry's Freedom Box How to Wash a Woolly Mammoth Stone Age Boy Egg Drop</p>  <p>Poetry From A Railway Carriage Walking With My Iguana Be Glad Your Nose is on Your Face</p>  <p>Non-Fiction A range of book based and online biographies, information texts, explanation texts, articles and interviews.</p>	<p>Full Novel Study The Lion, The Witch & The Wardrobe</p> 	<p>Picture Books Rusty The Squeaky Robot Masai and I I'll Take You to Mrs Cole Hey You Du Iz Tak A Seed is Sleepy Town is by the Sea</p>  <p>Non-Fiction A range of book based and online biographies, information texts, explanation texts, articles and interviews.</p>	<p>Full Novel Study The Miraculous Journey of Edward Tulane</p> 









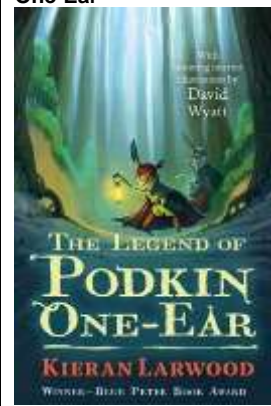

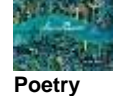





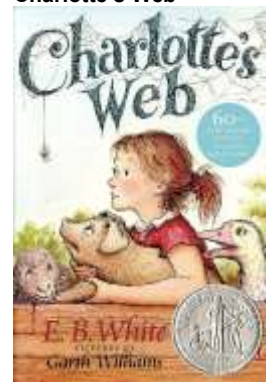
Beam County Primary School - Reading Curriculum Map 2024-25



Domain/ Duration	Picture books, Non-Fiction & Poetry: 4 weeks	Novel study: 8 weeks	Picture books, Non-fiction & Poetry: 4 weeks	Novel study: 9 weeks	Picture books, Non-fiction & Poetry: 4 weeks	Novel study: 7 weeks
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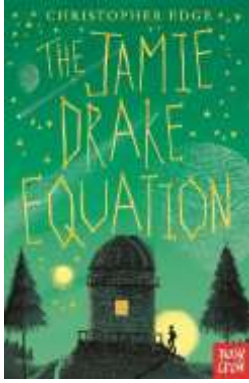



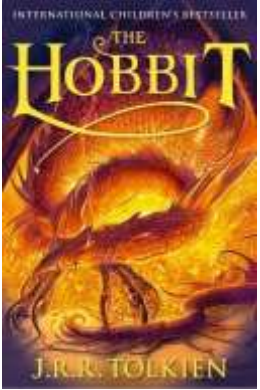
Year 4	<p>Composite Goals</p> <ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these. Discuss vocabulary used to capture readers' interest and imagination. To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read. 					
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Reading Strategies Through Whole Class Reading sessions, pupils use the following strategies to actively monitor their reading: Activating Background Knowledge, Questioning, Clarifying, Visualising, Predicting, Summarising, Building Fluency

Components	Picture Books	Full Novel Study	Picture Books	Full Novel Study	Picture Books	Full Novel Study
	<p>Picture Books Eyes That Kiss in the Corners The Rhythm of the Rain</p>  <p>Poetry Refugees</p>  <p>Non-Fiction A range of book based and online biographies, information texts, explanation texts, articles and interviews.</p>	<p>Varjak Paw</p> 	<p>Picture Books Sunflower Sisters Cloth Lullaby: The Woven Life of Louise Bourgeois Varmints Voices in the Park</p>     <p>Poetry Life Doesn't Frighten Me At All The Adventures of Isabel Oh The Places You'll Go</p>    <p>Non-Fiction A range of book based and online biographies, information texts, explanation texts, articles and interviews.</p>	<p>The Legend of Podkin One-Ear</p> 	<p>Picture Books The Brilliant Deep: Rebuilding the World's Corals Malala's Magic Pencil A River The Journey How to Live Forever After The Fall</p>       <p>Poetry If Mr Mistoffelees</p>   <p>Non-Fiction A range of book based and online biographies, information texts, explanation texts, articles and interviews.</p>	<p>Charlotte's Web</p> 


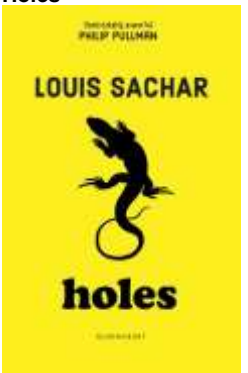


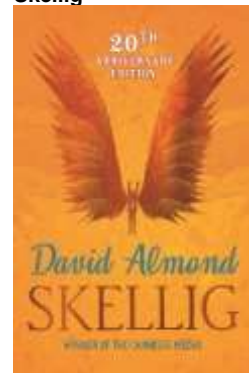


Beam County Primary School - Reading Curriculum Map 2024-25



Domain/ Duration	Picture books & Poetry: 4 weeks	Novel study: Once 7 weeks	Picture books, Non-fiction & Poetry: 4 weeks	Novel study: The Jamie Drake Equation 7 weeks	Picture books and Non-fiction: 4 weeks	Novel study: The Hobbit 10 weeks
Year 5	<p>Composite Goals</p> <ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice. To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 					
Reading Strategies	<p>Through Whole Class Reading sessions, pupils use the following strategies to actively monitor their reading: Activating Background Knowledge, Questioning, Clarifying, Visualising, Predicting, Summarising, Building Fluency</p>					
Components	<p>Picture Books Greenling The Fantastic Flying Books of Mr Morris Lessmore The Proudest Blue</p>    <p>Poetry The Listeners The Spider & The Fly</p>  	<p>Full Novel Study</p> <p>Once</p> 	<p>Picture Books Nelson Mandela: Long Walk to Freedom</p>  <p>Poetry The Walrus & The Carpenter Do Not Stand At My Grave And Weep We Refugees</p>    <p>Non-Fiction A range of book based and online biographies, information texts, explanation texts, articles and interviews.</p>	<p>Full Novel Study</p> <p>The Jamie Drake Equation</p> 	<p>Picture Books The Undeclared The Wolves in the Wall The Promise</p>    <p>Non-Fiction A range of book based and online biographies, information texts, explanation texts, articles and interviews.</p>	<p>Full Novel Study</p> <p>The Hobbit</p> 

Beam County Primary School - Reading Curriculum Map 2024-25



Domain/ Duration	Picture books, Non-fiction & Poetry: 4 weeks	Novel study: Holes 7 weeks	Picture books, Non-fiction & Poetry: 4 weeks	Novel study: Skellig 7 weeks	Picture books, Non-fiction & Poetry: 4 weeks	Novel study: Treasure Island 10 weeks
Year 6	<p>Composite Goals</p> <ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To 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. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text. 					
Reading Strategies	<p>Through Whole Class Reading sessions, pupils use the following strategies to actively monitor their reading: Activating Background Knowledge, Questioning, Clarifying, Visualising, Predicting, Summarising, Building Fluency</p>					
Components	<p>Picture Books The Dot Can I Build Another Me? The Viewer The Dam Nen & The Lonely Fisherman</p>  <p>Poetry Caged Bird</p>  <p>Non-Fiction A range of book based and online biographies, information texts, explanation texts, articles and interviews.</p>	<p>Full Novel Study Holes</p> 	<p>Picture Books On a Beam of Light: A Story of Albert Einstein Pride: The Story of Harvey Milk</p>  <p>Poetry Ozymandias The Moment</p>  <p>Non-Fiction A range of book based and online biographies, information texts, explanation texts, articles and interviews.</p>	<p>Full Novel Study Skellig</p> 	<p>Picture Books Farther Way Home Moth</p>  <p>Poetry Tyger Invictus The Jabberwocky</p>  <p>Non-Fiction A range of book based and online biographies, information texts, explanation texts, articles and interviews.</p>	<p>Full Novel Study Treasure Island</p> 