



TERM 1 - AUTUMN

TERM 2 - SPRING

TERM 3 - SUMMER

[illegible]



READING CURRICULUM OVERVIEW WITH PHONICS/SPELLING

YEAR 2

TERM 1 - AUTUMN			TERM 2 - SPRING			TERM 3 - SUMMER		
ClassTalk For Writing book and topic	Journey Story The Great Kapok Tree Giant by Lewis Cherry	Adventure Man on the Moon by Simon Bartram On the way back home	Theme / Text Narrative FICTION AND NON FICTION	Traditional Tales Traditional tales from other cultures Hansel and Gretel Jack and the Beanstalk	Personal Experience - The Magic Paintbrush by Julia Donaldson	Theme / Text Narrative FICTION AND NON FICTION	Adventure Grandad's Island - Beryl Davies The Green Ship by Quiten Blake	Problem Solving The Day the Crayons Quit by Oliver Jefferies and Tear Thief by Carol Anne Duffy Real Events – Toby and the Great Fire of London by Margaret Nash, Katie in London by James Mayhew, Samuel Pepys
Phonics (Little Wandle) FOR MORE DETAILS SEE LITTLE WANDLE PLANS	AUTUMN 1 PHASE 5 REVIEW ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re/ ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ AUTUMN 2 Using the Complete the code chart to help me to spell? Why do I double letters at the end of words and why double letters in longer words? Why do some words end in 'k' or 'ck'/'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?		Phonics (Little Wandle) FOR MORE DETAILS SEE LITTLE WANDLE PLANS	SPRING 1 INCLUDES 'PRICKLY WORDS, HOMOPHONES AND NATIONAL CURRICULUM STATUTORY REQUIREMENTS FOR SPELLING Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? SPRING 2 INCLUDES 'PRICKLY WORDS, HOMOPHONES AND NATIONAL CURRICULUM STATUTORY REQUIREMENTS FOR SPELLING The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Why do I swap the 'y' for an 'i' when I add the suffix -es? Why do some words have the spelling 'ey' for the sound /ee/? Why do some words end -le, -al,		Phonics (Little Wandle) FOR MORE DETAILS SEE LITTLE WANDLE PLANS	SUMMER 1 INCLUDES 'PRICKLY WORDS, HOMOPHONES AND NATIONAL CURRICULUM STATUTORY REQUIREMENTS FOR SPELLING Why does 'c' make the sound /s/ in some words? How can I spell the sound /zh/? What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word? How can I show missing letters in a word? SUMMER 2 INCLUDES 'PRICKLY WORDS, HOMOPHONES AND NATIONAL CURRICULUM STATUTORY REQUIREMENTS FOR SPELLING Why do some longer words have the spelling 'ti' for /sh/? How do I use the possessive apostrophe (singular possession)? When do I swap, drop or double? (-ing, -er, -est, -y	
Enjoyment of books	Book area End of the day story – READING ALOUD T4W exploring texts Library sessions Sharing books with older children Cross Curricular reading		Enjoyment of books	Book area End of the day story – READING ALOUD T4W exploring texts Library sessions Sharing books with older children Cross Curricular reading		Enjoyment of books	Book area End of the day story – READING ALOUD T4W exploring texts Library sessions Sharing books with older children Cross Curricular reading	
Expected reading levels each term	Purple	Gold	Expected reading levels each term	Gold White	White	Expected reading levels each term	White Lime	Lime



READING CURRICULUM OVERVIEW WITH PHONICS/SPELLING

YEARS 3/4

TERM 1 - AUTUMN			TERM 2 - SPRING			TERM 3 - SUMMER		
ClassTalk For Writing book and topic – Year 3	Historical story Stone Age Boy by Satoshi Kitamura Boy with the Bronze Axe	Overcoming Monster The Iron Man – Ted Hughes (Robots) National Geographic	ClassTalk For Writing book and topic – Year 3	Imaginative Story Ice Palace by Robert Swindells	Magical Story Leon and the Place Between by Angela McAllister	ClassTalk For Writing book and topic – Year 3	Fantasy Harry Potter and the Philosophers Stone - JK Rowling	Power of imagination Charlie and the Chocolate Factory – Roald Dahl
ClassTalk For Writing book and topic – Year 4	Adventure Story Robin Hood	Fantasy Story How to Train Your Dragon Cressida Cowell	ClassTalk For Writing book and topic – Year 4	Discovery Story The Boy at the Back of the Class by Onjali Q Rauf	Belonging Story The Lost Thing by Shaun Tan	ClassTalk For Writing book and topic – Year 4	Personal Experience Escape From Pompeii	Forging your own pathway The Last Bear by Hannah Gold
Spellings	Homophones and near-homophones, e.g. here/hear, whose/who's, accept/except, etc. Y4 spells most / Y3 spells some words correctly from Y3/4 100 word list (and analogous words), and all 1 st 300 High Frequency Words & Medium Frequency Words, if Letters & Sounds. The /I/ sound spelt y elsewhere than at the end of words, e.g. myth. ou (/ʌ/) e.g. couple. -sure (/ʒə/) e.g. measure. -ture (/tʃə/) e.g. creature. ch (/k/) e.g. character. ch (/ʃ/) e.g. chef. -gue (/g/) e.g. tongue. -que (/k/) e.g. unique. sc-/sc- (/s/) e.g. science, fascinate. ei/eigh/ey (/eɪ/) e.g. weigh, neighbour, obey. Adds suffixes beginning with vowel letters to words of more than one syllable. Prefixes: dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-. Suffixes: -ation, -ly, -sion (/ʒən/), -ous (-orous, -geous, -ious, -eous), -tion/-sion/-ssion/-cian (/ʃən/) [& more -ing, -en, -er, -ed]. Possessive apostrophe with regular and irregular plural words							
Enjoyment of books	Book area Class book – READING ALOUD T4W exploring texts Library sessions Sharing books with peers Cross Curricular reading		Enjoyment of books	Book area Class book – READING ALOUD T4W exploring texts Library sessions Sharing books with peers Cross Curricular reading		Enjoyment of books	Book area Class book – READING ALOUD T4W exploring texts Library sessions Sharing books with peers Cross Curricular reading	
Expected reading levels	Brown / Free reader	Grey / Free Reader	Expected reading levels	Grey / Free reader	Dark Blue / free reader	Expected reading levels	Free Reader	Free REader



READING CURRICULUM OVERVIEW WITH PHONICS/SPELLING

YEARS 5/6

TERM 1 - AUTUMN			TERM 2 - SPRING			TERM 3 - SUMMER		
Class Talk For Writing book and topic – Year 5	Stranded/Lost Journey Kensuke's Kingdom by Micahel Morpurgo Model Text: Survival	Overcoming Monsters Greek Myths Model Text: Theseus and The Minotaur	Class Talk For Writing book and topic – Year 5	Report Pole to Pole – Shackleton's Journey (Historical) Model Text: The Frost Dragon	Adventure/Love story The Highway Man (Classic) Character study	Class Talk For Writing book and topic – Year 5	Quest Varjak Paw by SF Said (Contemporary) Model Text : Zelda Claw	Change story Other Cultures Explored other stories Model Text: The Magic Paint Brush
Class Talk For Writing book and topic – Year 6	Journey Story Journey to the River Sea by Eva Ibbotson Travel brochure Account of a real journey	Portal Story Alice in Wonderland by Lewis Carroll Account of a trial Newspaper report	Class Talk For Writing book and topic – Year 6	Portal Story The Lion the Witch and the Wardrobe by CS Lewis	Journey Story Journey to Jo'Burg by Beverly Naidoo	Class Talk For Writing book and topic – Year 6	Focus on study skills	Journey story and flashbacks Carrie's War by Nina Bawden
Spellings	- Homophones and other words that are often confused, <i>e.g. practice/practise, farther/further/father, lead/led, draft/draught, etc.</i> - Y6 spells most / Y5 spells some words correctly from Y5/6 100 word list (and analogous words, <i>e.g. necessary > <u>unnecessarily</u></i>), and all 1st 300 High Frequency Words & Medium Frequency Words, if Letters & Sounds. - Words with the /i:/ sound spelt ei after c, <i>e.g. receive.</i> - Words containing the letter-string 'ough' (range of alternative pronunciations), <i>e.g. thought, tough, though, through, thorough, bough.</i> - More words with 'silent' letters, <i>e.g. doubt, island, solemn, knight.</i> - Chooses accurate ending, based on root and meaning: -cious/-tious (/ʃəs/); -cial/-tial (/ʃəl/); -ant/-ance/-ancy & -ent/-ence/-ency; -able/-ably & -ible/-ibly; - Adds suffixes beginning with vowel letters to words ending in -fer (deciding whether to double the 'r' or not, <i>e.g. inference, inferring</i>). - Uses the hyphen with prefixes (where 2 vowels would be adjacent, <i>e.g. co-ordinate, re-establish</i>).							
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