

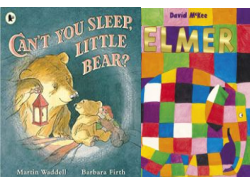

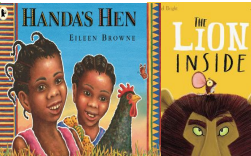








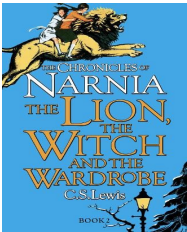

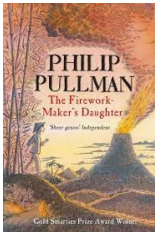

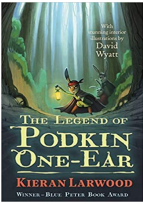


**Forest of Galtres Anglican Methodist Primary School**  
**Reading Curriculum 2023-2024**

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Selection Criteria	<p>Resistant text boy Exploration</p> <p>Protected characteristics Conflict</p>	<p>Family complex plot Community</p> <p>Family Exploration</p>	<p>Family Invention Community Difference Culture</p>	<p>Disaster Community Race, gender Exploration Invention</p>	<p>Race, Gender Community culture PSED Hierarchy and Power</p>	<p>Disability Hierarchy and Power Gender Conflict</p>
Genre	<p>Shared reading. Verbally retell. Mark making. Shared writing. I want to ... sentences</p>	<p>Shared reading. Retelling a story in the correct sequence. Writing signs. Writing letters to the main character. Writing lists of objects. Drawing and labelling a diagram.</p>	<p>Retelling a narrative. Learning lyrics to a song and writing our own. Writing a list. Writing in a role to write a letter.</p>	<p>Label Writing. Letters of advice. Writing a set of instructions on how to plant a seed. To write our own narrative based on the original text.</p>	<p>Oral retelling of the story and role play. Developing a new character. Writing our own version of the narrative.</p>	<p>Writing in a role. Writing letters. Creating treasure maps and writing a set of instructions. Writing a 'how to be a pirate' guide.</p>
Read, Write Inc Phonics	<p>Read single-letter Set 1 sounds (first 16)</p>	<p>Read all Set 1 single letter sounds, blend sounds into words orally</p>	<p>Blend sounds to read words, read short Ditty stories</p>	<p>Read Red Storybooks, read Set 1 Special Friends</p>	<p>Read Green Storybooks, read 4 double consonants</p>	<p>Read Green Storybooks, read first 6 Set 2 sounds</p>

<b>Yr 1/2</b>	<b>Core Text</b>						
	<b>Selection Criteria</b>	Complex plot Rags to riches conflict Family Exploration	Exploration Comedy Protected Characteristics	Complexity of narrator Conflict	Archaic Non-linear time exploration	Mutual respect Gender Individual liberty Tolerance Community	Family Complexity of plot conflict
<b>Yr 1 Read, Write Inc Phonics</b>		Read Purple Storybooks Read Set 2 sounds	Read Pink Storybooks Read first 5 Set 3 sounds	Read Orange Storybooks Read 11 Set 3 sounds	Read Yellow Storybooks Read 17 Set 3 sounds	Read Yellow Storybooks Read 22 Set 3 sounds	Read Blue Storybooks Read all Set 3 sounds and additional graphemes.

Yr 1/2	Yr 2 <b>Read, Write Inc Phonics</b>	Read Blue Storybooks with increasing fluency and comprehension	Read Grey Storybooks	<p>Read Grey Storybooks with fluency and comprehension</p> <p>Discuss their favourite words and phrases.</p> <p>Discuss and clarify meaning of vocabulary in what they have read/have read to them.</p> <p>Participate in discussion about genres that are read to them and those they can read independently.</p> <p>Check a text makes sense to them correcting any inaccurate reading</p> <p>Explain what has happened so far/sequence of events in what they have read.</p> <p>Answer some questions about a text they have read.</p>	<p>Make a plausible prediction about what might happen on the basis of what has been read so far</p> <p>Make links between the book they are reading and other books they have read</p> <p>Make inferences based on what is being said and done.</p>	<p>Make a plausible prediction about what might happen on the basis of what has been read so far</p> <p>Make inferences based on what is being said and done.</p> <p>Explain and discuss their understanding of what they have read from what they listen to and what they have read.</p>	<p>Make a plausible prediction about what might happen on the basis of what has been read so far</p> <p>Make links between the book they are reading and other books they have read</p> <p>Make inferences based on what is being said and done.</p> <p>Explain and discuss their understanding of what they have read from what they listen to and what they have read.</p>
	<b>Spellings Yr 2</b>	kn- and gnwr- 's' sound spelt c -dge and -ge 'j' sound spelt as g Common exception words Review and consolidation -le -el -il and -al -y -ies Common exception words Review and consolidation	kn- and gnwr- 's' sound spelt c -dge and -ge 'j' sound spelt as g Common exception words Review and consolidation -le -el -il and -al -y -ies Common exception words Review and consolidation	-ed -er -est -ing to a -y word -ing -ed -er -est -y -l -ll Common exception words Review and consolidation -o- -ey 'a' after q and w -or and -ar after w 'zh' sound spelt s Common exception words Review and consolidation	-ed -er -est -ing to a -y word -ing -ed -er -est -y -l -ll Common exception words Review and consolidation -o- -ey 'a' after q and w -or and -ar after w 'zh' sound spelt s Common exception words Review and consolidation	-ment -ness -ful -less -ly -tion Contraction words Possessive apostrophe Common exception words Review and consolidation Homophones Conjunctions Months of the year Time words Question words Review and consolidation	-ment -ness -ful -less -ly -tion Contraction words Possessive apostrophe Common exception words Review and consolidation Homophones Conjunctions Months of the year Time words Question words Review and consolidation

Yr 3/4	Core text reading	 <p>Leonora Bolt: Secret Inventor By Lucy Brandt</p>	 <p>The Lion the Witch and the Wardrobe by C. S. Lewis</p>	 <p>Stitch head by Guy Bass</p>	 <p>The Firework Maker's Daughter by Philip Pullman</p>	 <p>Alice's Adventures In Wonderland By Lewis Carroll</p>	 <p>The Legend of Podkin One-Ear by Kieran Larwood</p>
	<b>Selection Criteria</b>	Race, female protagonist	Fantasy, pre-complex text	Horror, difference,	Race, female protagonist	Complexity of plot, fantasy	Complexity of narrator; hero's journey
	<b>Concepts</b>	Community and culture	Complexity of plot	Community and culture	Conflict and disaster	Exploration and invention	Exploration and invention

<p><b>Yr 3/4</b></p>	<p><b>Reading skills</b></p>	<p>Give/explain the meaning of words in context.</p> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <p>Summarise main ideas from more than one paragraph.</p> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p>	<p><b><u>Connect</u></b> Give/explain the meaning of words in context.</p> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <hr/> <p>Summarise main ideas from more than one paragraph.</p> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Identify/explain how information /narrative content is related and contributes to meaning as whole.</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p>	<p><b><u>Connect</u></b> Give/explain the meaning of words in context.</p> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <hr/> <p>Summarise main ideas from more than one paragraph.</p> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify/explain how information /narrative content is related and contributes to meaning as whole.</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> <p>Make comparisons within the text.</p>	<p><b><u>Connect</u></b> Give/explain the meaning of words in context.</p> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <hr/> <p>Summarise main ideas from more than one paragraph.</p> <p>Predict what might happen from details stated and implied.</p> <hr/> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p> <p>Identify/explain how information /narrative content is related and contributes to meaning as whole</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.</p>	<p><b><u>Connect</u></b> Give/explain the meaning of words in context.</p> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <hr/> <p>Summarise main ideas from more than one paragraph.</p> <p>Predict what might happen from details stated and implied.</p> <hr/> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p> <p>Identify/explain how information /narrative content is related and contributes to meaning as whole.</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> <p>Make comparisons within the text.</p>	<p><b><u>Connect</u></b> Give/explain the meaning of words in context.</p> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <hr/> <p>Summarise main ideas from more than one paragraph.</p> <p>Predict what might happen from details stated and implied.</p> <hr/> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p> <p>Identify/explain how information /narrative content is related and contributes to meaning as whole.</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> <p>Make comparisons within the text.</p>
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<b>Yr 3/4</b>	<b>Y 3 Spellings</b>	'e' sound spell –ei- 'e' sound spell –ey 'e' sound spell –ai –ear Homophones Review and consolidation adverbs –ly endings –y endings –ie endings –ic or –al Statutory spelling words Review and consolidation	'e' sound spell –ei- 'e' sound spell –ey 'e' sound spell –ai –ear Homophones Review and consolidation adverbs –ly endings –y endings –ie endings –ic or –al Statutory spelling words Review and consolidation	words with short 'l' sound adding suffixes adding prefixes including misand dis- 'ch' sound words Review and consolidation Homophones Adding prefix bi- and re- -gue endings and –que endings 'ch' sound words Statutory spelling words Review and consolidation	words with short 'l' sound adding suffixes adding prefixes including misand dis- 'ch' sound words Review and consolidation Homophones Adding prefix bi- and re- -gue endings and –que endings 'ch' sound words Statutory spelling words Review and consolidation	-ary ending words -o- sound words -ou- words Word families uni- -scope spect- -press Review and consolidation -al ending words -sure ending words -ture ending words Silent letter revision Review and consolidation	-ary ending words -o- sound words -ou- words Word families uni- -scope spect- -press Review and consolidation -al ending words -sure ending words -ture ending words Silent letter revision Review and consolidation
	<b>Y4 Spellings</b>	-augh and –au adding prefix –in adding prefix –im adding prefix –ir and il homophones -sion words -sion words Review and consolidation -sion words -ssion words -tion words -cian words -ough words Statutory spelling words Review and consolidation	-augh and –au adding prefix –in adding prefix –im adding prefix –ir and il homophones -sion words -sion words Review and consolidation -sion words -ssion words -tion words -cian words -ough words Statutory spelling words Review and consolidation	homophones adding –ation suffix adding prefix including sub- and super plural possessive apostrophes with plural words Review and consolidation sc- words soft 'c' words spelt 'ce' soft 'c' words spelt 'ci' word families: phone- real- -sign and -solve Statutory spelling words Review and consolidation	homophones adding –ation suffix adding prefix including sub- and super plural possessive apostrophes with plural words Review and consolidation sc- words soft 'c' words spelt 'ce' soft 'c' words spelt 'ci' word families: phone- real- -sign and -solve Statutory spelling words Review and consolidation	adding prefix including interanti- auto- ex- non words ending in –ar and – er Review and consolidation Adding suffix –ous Adverbials Review and consolidation	adding prefix including interanti- auto- ex- non words ending in –ar and – er Review and consolidation Adding suffix –ous Adverbials Review and consolidation

Yr 5/6	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Core text Reading</b>	 <p>The Island at the end of everything by Kiran Millwood Hargrave</p>	 <p>Tom's Midnight Garden by Philippa Pearce</p>	 <p>The Graveyard Book by Neil Gaiman</p>	 <p>Tyger by Dave Mckean</p>	 <p>Nevermoor by by Jessica Townsend</p>
<b>Selection criteria</b>	Non-linear, pre-complex text	Race, gender, disability	Family, age, difference, democracy, tolerance	Dystopian setting, race, gender	Hero's journey, FP, usualising characters	Race, Overcoming the Monster, FP
<b>Concept</b>	Community and culture	Hierarchy and power	Conflict and war	Hierarchy and power	Exploration and invention	Hierarchy and power

<p><b>Yr 5/6</b></p>	<p><b>Reading skills</b></p>	<p>Give/explain the meaning of words in context.</p> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <p>Summarise main ideas from more than one paragraph.</p> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify/explain how information /narrative content is related and contributes to meaning as a whole.</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> <p>Make comparisons within the text.</p>	<p><b>Connect</b> Give/explain the meaning of words in context.</p> <hr/> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <hr/> <p>Summarise main ideas from more than one paragraph.</p> <hr/> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p> <hr/> <p>Predict what might happen from details stated and implied.</p> <hr/> <p>Identify/explain how information /narrative content is related and contributes to meaning as a whole.</p> <hr/> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> <hr/> <p>Make comparisons within the text.</p>	<p><b>Connect</b> Give/explain the meaning of words in context.</p> <hr/> <p>Summarise main ideas from more than one paragraph.</p> <hr/> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <hr/> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p> <hr/> <p>Predict what might happen from details stated and implied.</p> <hr/> <p>Identify/explain how information /narrative content is related and contributes to meaning as a whole.</p> <hr/> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> <hr/> <p>Make comparisons within the text.</p>	<p><b>Connect</b> Give/explain the meaning of words in context.</p> <hr/> <p>Summarise main ideas from more than one paragraph.</p> <hr/> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <hr/> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p> <hr/> <p>Predict what might happen from details stated and implied.</p> <hr/> <p>Identify/explain how information /narrative content is related and contributes to meaning as a whole.</p> <hr/> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> <hr/> <p>Make comparisons within the text.</p>	<p><b>Connect</b> Give/explain the meaning of words in context.</p> <hr/> <p>Summarise main ideas from more than one paragraph.</p> <hr/> <p>Predict what might happen from details stated and implied.</p> <hr/> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <hr/> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p> <hr/> <p>Identify/explain how information /narrative content is related and contributes to meaning as a whole.</p> <hr/> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> <hr/> <p>Make comparisons within the text.</p>	<p><b>Connect</b> Give/explain the meaning of words in context.</p> <hr/> <p>Summarise main ideas from more than one paragraph.</p> <hr/> <p>Predict what might happen from details stated and implied.</p> <hr/> <p>Retrieve and record information /identify key details from fiction and nonfiction.</p> <hr/> <p>Make inferences from the text/ explain and justify inferences with evidence from the text.</p> <hr/> <p>Identify/explain how information /narrative content is related and contributes to meaning as a whole.</p> <hr/> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> <hr/> <p>Make comparisons within the text.</p>
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Yr 5/6	Spellings Yr 5	-cious words -fious and -ious words short 'i' sound using y long 'i' sound using y homophones Review and consolidation	words with silent letters modal verbs -ment words adverbs Statutory spelling words Review and consolidation	Adding suffix -ity -ness -ship homophones Review and consolidation	-or words -au words Adding suffix -ate -ise -ify -en Review and consolidation	-ough words adverbials of time and place -ere words Statutory spelling words Review and consolidation	unstressed vowels adding prefix de- re- over adding suffix -ful -ive -al Review and consolidation
	Spellings Yr 6	ambitious synonyms homophones -ce/-cy words -se/-sy words -ent -ence -ency words Hyphens: root words and compound words Review and consolidation	-able words -ably words word families micro- and mini- words Review and consolidation	adding suffixes to words ending in -fer long -e spelt 'ie' or 'ei' after c word families Statutory spelling challenge words Review and consolidation	-cial words -tial words soft 'c' words word families Statutory spelling challenge words Review and consolidation	word families noun and verb words -ou and -ow words -ible words -ibly words Review and consolidation	synonyms and antonyms Review and consolidation