




Sandhurst Primary School Sequential Reading Curriculum: Darwin Class







Topic	Movers and Shakers		Coastline		Magnificent Monarchs	
Texts	Little People, Big Dreams: Rosa Parks.	Little People, Big Dreams, Treasury	Katy Morag and the New Pier	Class Assembly (Easter poems) The Lighthouse Keeper's Lunch	Queen Victoria's Bathing Machine	Paddington at the Palace Horrible Histories
Reading Skill and VIPERS	Term 1 (Non-Fiction and fiction) Children can...	Term 2 (Non-fiction and poetry and performance) Children can...	Term 3 (Fiction) Children can...	Term 4 (Non-fiction and Poetry and performance) Children can...	Term 5 (Fiction) Children can...	Term 6 (Fiction)
Decoding and word reading and phonics	Revise all of the Phases Have 1:1 Tuition where appropriate See provision map Still access streamed groups to consolidate learning	Revise all of the Phases Have 1:1 Tuition where appropriate Still access streamed groups to consolidate learning	Revise all of the Phases Have 1:1 Tuition where appropriate Still access streamed groups to consolidate learning	Revise all of the Phases Have 1:1 Tuition where appropriate Still access streamed groups to consolidate learning	Revise all of the Phases Have 1:1 Tuition where appropriate Still access streamed groups to consolidate learning	Revise all of the Phases Have 1:1 Tuition where appropriate Still access streamed groups to consolidate learning
Fluency and phrasing	Continue to apply phonemic knowledge and skills. Read age-appropriate books. Daily	Continue to build up a repertoire of poems learnt byheart, appreciating these poems and reciting some with appropriate intonation to make the meaning clear.	Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without hesitation. Read as a class and then discuss what they have just read and self-correct.	Begin to read a wider range of texts both fiction and non-fiction. Read unfamiliar words containing all common graphemes, by sounding them out in books that are matched closely to word reading knowledge.	Begin to focus more on the understanding of the story, rather than de-coding. Reread books to build up fluency and confidence in word reading.	Begin to read a wider range of texts. Read with more confidence and fluency. Read age-appropriate books (e.g. lime book band) accurately.
Vocabulary 	Draw upon knowledge of vocabulary in order to understand the text.	Begin to discuss words and phrases which capture their interest in poems.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Locate words with a particular meaning. Find and copy a word which means...	Discuss the vocabulary within a text. "Which word in this section do you think is the most important? Why?"	Consider and discuss their opinion of authorial choices and suggest alternatives.



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	Identify interesting words and phrases.	Clarify the meaning of new words.	Begin to retrieve and explain the meaning of words in context.			
Inference 	<p>As a class, draw simple inferences such as characters' feelings and why they might be feeling this way. Week 1-4</p> <p>As a class discuss what words mean in context. As we go (daily). Children really enjoyed learning what the word 'curious' 'brave' meant in our class book.</p>	<p>Use personal experiences to discuss a character's feelings in poems.</p> <p>Discuss vocabulary used and think of different words that mean the same. What words could the author have used?</p>	<p>Begin to make inferences on the basis of what is being said and done.</p> <p>Discuss what words mean in context.</p>	<p>Make some inferences, answering 'how' and 'why' questions which may reach beyond the text. Explain a moral or message within a text.</p>	<p>Identify cause and effect e.g., what has prompted a character's behaviour.</p>	<p>Explain their understanding of what is read to them, beyond that which is explicitly stated within the text.</p> <p>Give reasons for their choices.</p>
Prediction 	<p>Make predictions, as a class, based on the evidence provided to them, by looking at an illustration or section of the text.</p>	<p>Independently look at the front cover and predict what this story might be about?</p> <p>Discuss, as a class, what is happening at certain points in the book or poem. What happened before this? What will happen next?</p>	<p>Predict what might happen next from the details given before.</p>	<p>Make predictions on how the character or setting will affect the next part of the story. Explain their predictions, referring back to the text.</p>	<p>Consider events within the text to make predictions on what will happen next. What do you think the last paragraph suggests will happen next?</p>	<p>Make predictions based on the authorial choices.</p>
Explanation 	<p>Participate in class/paired discussions about texts, listening to others.</p>	<p>Begin to explain and discuss their understanding of poems, both those they listen to and those that they read for themselves.</p> <p>Begin to identify how language, structure and presentation contribute to meaning.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Ask and answer questions about a text.</p>	<p>Begin to explain their preferences, thoughts and opinions about the text by focusing on main characters and settings.</p>	<p>Begin 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.</p>	<p>Make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>
Retrieve 	<p>As a class and in pairs, locate and discuss words and phrases they find interesting. Week 1 - 4</p>	<p>Begin to retrieve key details which develop their understanding.</p>	<p>Retrieve relevant answers by reading around the key words or phrases they find.</p> <p>Explain the key features of fiction texts such as characters and settings.</p>	<p>Navigate different paragraphs of information texts, locating the most suitable paragraph e.g., by reading subheadings</p>	<p>Recognise simple recurring literary language.</p> <p>Recognise that non-fiction books are often</p>	<p>Read (and recite) a repertoire of poems including classical poetry.</p> <p>Draw on vocabulary-knowledge to</p>



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			Discuss and explain the key features of non-fiction texts such as headings and subheadings.	or using other visual information. Check the text makes sense as they read.	structured in different ways.	understand texts and solve problems.
<p>Sequence/Summarise</p> 	Begin to sequence events to identify what happened after. Can you number these events 1-5 in the order that they happened?	As a class, discuss and summarise the main ideas from a few sentences of a poem.	Discuss and summarise the main ideas from more than one paragraph. Begin to recall and explain what happened after a key event.	Discuss the sequence of events in stories; retell these events orally, once the story has become familiar. Talk about how different items of information in non-fiction texts are related	Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	Recognise simple recurring literary language in stories and poetry.