



Sandhurst Primary School Sequential Reading Curriculum: Shakespeare Class



Topic	Invaders		Misty Mountain, Winding River		Ancient Civilisations	
Texts	The Saga of Erik the Viking Beowulf	Performance (Class Assembly/ Christmas performance) In Flanders Fields by John McCrae The Anglo-Saxons, Vikings and Normans: Settlers and Invaders of Britain by Ben Hubbard and Anita Ganeri	King of the Cloud Forests	How to survive on a mountain This morning I met a whale	Secrets of a Sun King	Daily Life in Ancient Sumer Daily Life in Ancient Egypt Daily Life in the Indus Valley
Reading Skill and VIPERS	Term 1 Fiction Children can...	Term 2 (Poetry and performance) and Non-Fiction Children can...	Term 3 Fiction Children can...	Term 4 Non-Fiction Children can...	Term 5 Fiction Children can...	Term 6 Non-Fiction
Decoding and word reading	Read most words fluently and attempt to decode unfamiliar words using contextual clues. Continue to build up their knowledge of root words and prefixes. With increasing confidence, use a dictionary by applying knowledge of alphabetical order by the first two letters.	Read most words fluently and attempt to decode unfamiliar words using contextual clues. Further develop their dictionary skills by using a dictionary, applying knowledge of alphabetical order by the first three letters. Read some of the exception words for Yr 3 / 4, in line with spelling programme.	Apply their knowledge of root words and prefixes to read aloud fluently. Use their growing knowledge of morphology to read aloud new words. Use a dictionary to find the meaning of new words they meet. Begin to read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.	Independently apply their knowledge of root words and prefixes to read aloud fluently. Use their knowledge of morphology to read aloud new words Use a dictionary to find and understand the meaning of new words they meet. Read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.	Independently apply their knowledge of root words and prefixes to read aloud independently and fluently. Use their knowledge of morphology to confidently read aloud new words. Confidently use a dictionary to find and understand the meaning of new words that they meet. Independently read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.	Independently apply their knowledge of root words and prefixes to read aloud independently, fluently and enthusiastically. Read all further exception words from the Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Fluency and phrasing	Begin to read a wider range of texts.	Develop reading pace and accuracy when reading aloud.	Read independently and then discuss what they have just read.	Read independently and then discuss what they have just read, providing	Read words speedily by working out the pronunciation of unfamiliar words.	Recite whole poems with growing awareness of the listener



	<p>Begin to read with more confidence and fluency, using phonic knowledge to decode unfamiliar words.</p> <p>Begin to read a wider range of Yr. 3 /4 exception words.</p> <p>Develop use of expression, using punctuation to affect intonation.</p> <p>Read age-appropriate books accurately.</p>	<p>Read as a class and then discuss what they have just read.</p> <p>By reading poetry develop a sense of audience.</p>	<p>When reading aloud, speak audibly and with continued increasing fluency.</p> <p>Decode unfamiliar words.</p> <p>Read some of the exception words for Yr 3 / 4, in line with spelling programme.</p>	<p>evidence to support their understanding.</p> <p>When reading aloud, with support notice where commas create phrasing within sentences and use the punctuation to support meaning.</p> <p>Sight read a range of exception words for YR 3/ 4</p>	<p>Read with expression, using the punctuation to support meaning, including multi-clause sentences.</p>	<p>Decode unfamiliar words and phrases confidently and become independent, fluent and enthusiastic readers.</p>
<p>Vocabulary</p>	<p>As a class, discuss words and phrases which capture their interest, within the class text and books of their own choice.</p>	<p>Discuss words and phrases which capture their interest.</p> <p>Use dictionaries with increasing independence to define new vocabulary.</p> <p>As a class, begin to find words which means (Or a word closest in meaning to)</p> <p>As a class, discuss: words or phrases which give explicit information about a character / setting?</p>	<p>Find and explain the meaning of words in context and check their answers using a dictionary.</p> <p>Discuss: What does the word suggest about the character, setting or mood?</p> <p>Use dictionaries with increasing confidence, especially with words with the same first 3 - 4 letters.</p>	<p>Find and explain the meaning of words in context with increasing confidence.</p> <p>Begin to identify how language can contribute to meaning.</p> <p>Use dictionaries to define new vocabulary.</p>	<p>Find and explain the meaning of words in context with increasing confidence and justify their opinions with evidence from the text.</p> <p>Identify how language and paragraph structure contribute to meaning.</p> <p>Independently use dictionaries to define new vocabulary and to find alternative words that are close in meaning.</p>	<p>Find and explain the meaning of words in context with confidence and justify their opinions with evidence from the text.</p> <p>Independently identify how language; paragraph structure and layout contribute to meaning and use evidence to support their opinion.</p>
<p>Inference</p>	<p>Discuss as a class how a character might be feeling/thinking in response to a given event.</p> <p>Begin to identify words or phrases within the text to justify their responses.</p>	<p>Begin to identify themes within a text</p> <p>Discuss examples of themes across reading books.</p>	<p>Become increasingly confident at identifying themes within a text.</p> <p>Discuss how a character is feeling in response to a specific event.</p> <p>Become more accurate at finding words and phrases in the text to support their ideas.</p>	<p>Independently identify themes across a text.</p> <p>Discuss what a character is thinking based on their actions and what their motives might be.</p> <p>Use dictionaries to discuss and explain words and phrases to explore meanings in context.</p>	<p>Identify themes within texts based on experience of other texts read.</p> <p>Identify themes across the text based on inferring characters feelings, thoughts and motives for their actions.</p> <p>With support, children can justify their inferences with textual evidence, using a</p>	<p>Independently identify themes within texts based on experience of other texts read.</p> <p>Identify themes across the text based on inferring characters feelings, thoughts and motives for their actions, justifying their opinions with evidence from the text.</p>



					dictionary to explain new words and phrases.	
Prediction 	<p>Through discussions, look at pictorial cues to predict what might happen in a text</p> <p>Understand the purpose of the blurb and can use the text to develop the preciseness of their predictions.</p>	<p>Make more accurate predictions from details that are given and implied.</p> <p>Use the front cover of the book and predict what it is about.</p>	<p>Use evidence to make more accurate predictions from details that are given and implied.</p> <p>Discuss what happens next, at the end of the chapter.</p>	<p>Confidently predict what might happen next using details that are given or implied.</p> <p>Use evidence to support their predictions.</p>	<p>Discuss authorial choices and how it will impact upon the rest of the story.</p>	<p>Confidently use and provide supporting evidence to discuss authorial choices and its impact within the book.</p>
Explanation 	<p>Read a variety of texts through including non-fiction and fiction.</p>	<p>Read a variety of texts including fiction (fantasy) and poetry.</p> <p>Can also read historical story within their English learning.</p> <p>Begin to share their opinions on a text and justify their ideas to others, particularly where they differ.</p>	<p>Read a variety of texts including non-fiction and fiction (fairy tales)</p> <p>Discuss how different genres are organised.</p> <p>Become more confident at expressing their own opinions about a text.</p>	<p>Discuss and compare texts from a wide variety of genres and writers. Understanding that they read for a range of purposes.</p>	<p>Identify and discuss themes and conventions in a wide range of books.</p>	<p>Refer to and discuss 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).</p>
Retrieve 	<p>Begin to develop their skimming skills, identifying in which part of the text the answer may be found.</p> <p>Develop this further by scanning the paragraph looking for key words</p>	<p>Develop their skills of using organisational devices within a non-fiction book to retrieve information.</p> <p>Begin to develop their skimming skills, identifying in which part of the text the answer may be found, across a larger piece of text, such as a page.</p> <p>Develop this further by scanning the text looking for key words.</p>	<p>Become increasingly confident at skimming a page and scanning paragraphs.</p> <p>Use dictionaries to check the meaning of words.</p>	<p>Become confident at skimming a page and scanning paragraphs in order to retrieve specific information.</p> <p>Able to retrieve from a variety of texts to retrieve information.</p>	<p>Become increasingly confident at skimming a chapter and scanning pages in order to retrieve specific information.</p> <p>Confidently justify and retrieving information from a variety of texts independently.</p>	<p>Become confident at skimming texts if various lengths in order to justify and retrieve specific information.</p>
Sequence 	<p>Begin to discuss the main ideas of a chapter / book.</p>	<p>With increasing confidence identify what is happening in a chapter / paragraph.</p> <p>Identify one or more themes.</p>	<p>Summarise the main ideas from more than one paragraph.</p> <p>Begin to summarise what is happening using no more than 40 words.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these using evidence to support their ideas.</p>	<p>Summarise how characters, themes and events link across a book and discuss the authors intent.</p>	<p>Identify and summarise themes and conventions in a wide range of books.</p>