



## Sandhurst Primary School Sequential Reading Curriculum: Holmes Class




Topic	Dynamic Dynasties		Sow, Grow and Farm		Ground-Breaking Greeks	
Texts	Bronze and Sunflower – Cao Wenuxen  Chinese Folk Tales: Bamoo and the Turtle, The talking Fish, The Nodding Tiger	Bronze and Sunflower – Cao Wenuxen  Biography: Fu Hao  Story from another culture: Shang Suprise	The Secret Garden – Frances Hodgson Burnett  Non-Chronological Report: Allotments  Diary Entry: Local Farmers	The Secret Garden – Frances Hodgson Burnett  Persuasive Leaflets  Balanced Argument	Who Let the Gods Out? - Maz Evans  Greek Myths: The First Labours of Heracles  Balanced Argument	Who Let the Gods Out? - Maz Evans  Playscript: A Prize Catch  Poetry: Odes
Reading Skill and VIPERS	<b>Term 1 (Fiction and Poetry)</b>	<b>Term 2 (Fiction and Non-Fiction)</b>	<b>Term 3 (Fiction and Non-Fiction)</b>	<b>Term 4 (Fiction and Non-Fiction)</b>	<b>Term 5 (Fiction)</b>	<b>Term 6 (Fiction and Poetry)</b>
Decoding and word reading	Read most words fluently and attempt to decode any unfamiliar words using their contextual clues.  Discuss new vocabulary, show definition and also read the word during 'read to' sessions and teaching to ensure correct pronunciation.	Read most words fluently and attempt to decode any unfamiliar words using their contextual clues.  Identify and discuss new vocabulary with support find the definition. Read the word during 'read to' sessions and teaching to ensure correct pronunciation  Begin to ask questions to develop their own understanding.	Confidently read most words fluently and attempt to decode any unfamiliar words and topical terminology using their contextual clues. Use the words before and after to check for accuracy.  Apply their growing knowledge of root words, prefixes and suffixes/ word endings to read aloud fluently. Skim and scan for spelling patterns which they have learnt, to identify that pattern in context.  Identify and discuss new vocabulary and topical vocabulary (pre-empted by teacher), independently find the definition. Read the word during 'read to' sessions and teaching to ensure correct pronunciation	Confidently decode words using contextual clues or if unable to use contextual clues, children independently use a dictionary.  Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound	Read most Y5/ Y6 exception words,  Identify and discuss new vocabulary (pre-empted by teacher), independently find the definition. Check correct pronunciation during 'read aloud' sessions.	Confidently decode words using contextual clues or independently use a dictionary.  Confidently apply their knowledge of root words, prefixes and suffixes/ word endings, to read aloud fluently.



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<p><b>Fluency and phrasing</b></p>	<p>Complete independent reading and then discuss what they have read.</p> <p>Read examples of poetry as well as fiction texts</p> <p>When reading poetry aloud, continually show an awareness of the audience using intonation, tone, volume and action.</p>	<p>Read different texts modelling different intonations.</p> <p>Complete independent reading and then discuss what they have read.</p> <p>Begin to read with accuracy and at a reasonable speaking pace. Read aloud sessions to support development or reading.</p> <p>Read a wider range of texts.</p>	<p>Read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work out how to pronounce unfamiliar and topical words and terminology.</p> <p>Complete independent reading and then discuss what they have read.</p>	<p>Read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work out how to pronounce unfamiliar words.</p> <p>Discuss differences in text and how they are read.</p>	<p>Read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work out how to pronounce unfamiliar words.</p> <p>Use the context of the word and knowledge of spelling patterns.</p>	<p>Read a wide range of texts.</p> <p>Confidently read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work out how to pronounce unfamiliar words.</p> <p>Use the context of the word and knowledge of spelling patterns</p> <p>Complete independent reading and then discuss what they have read.</p> <p>Confidently sight-read all Y3-4 exception words and Y5-6 words (and similar) with automaticity.</p> <p>When reading poetry aloud, continually show an awareness of the audience using intonation, tone, volume and action.</p>
<p><b>Vocabulary</b></p> 	<p>With support, discuss their understanding of words in context.</p> <p>Consider together as a class why the author used a particular word or phrase.</p>	<p>Begin to locate the context of a word to clarify its meaning.</p>	<p>Begin to confidently use a dictionary or thesaurus to support understanding of challenging vocabulary meaning within context.</p>	<p>Discuss their understanding of words in context and ask questions which develop their understanding.</p> <p>Independently use a dictionary or thesaurus to support understanding of</p>	<p>Discuss their understanding of words in context and challenge viewpoints appropriately.</p> <p>Confidently use a dictionary or thesaurus to support meaning.</p>	<p>Use a dictionary or thesaurus to support and develop meaning</p> <p>Discuss vocabulary and figurative language used by the author to create effect and to consider its impact on the reader.</p>



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	Begin to justify independently what effect the poet/author is trying to achieve for the reader.			unfamiliar words within context.  Begin to independently evaluate the author's use of language and explain its impact on the reader, using evidence to support their opinions.	Discuss their understanding of the authors language choices and explore the meaning of words in context.  Discuss vocabulary used by the author to create effect including figurative language.	Explore the meaning of unfamiliar words.
<b>Inference</b> 	Begin to draw inferences as a class during discussions.  Begin to draw inferences independently, justifying with textual evidence from poems.  With support, identify and discuss themes across a range of poems.	With support, begin to discuss themes across a range of texts	Look for a quote to justify a particular point.	Draw inferences independently, justifying with textual evidence.  Be given a focal point when reading together and find their evidence independently.  Identify and discuss themes across a range of texts.	Draw inferences independently, justifying with textual evidence.  Independently identify and discuss themes across a range of texts.	Draw inferences independently, justifying with textual evidence.
<b>Prediction</b> 	Make predictions from implied details, both before and after events.  Use opportunities to make predictions as to why the author wrote their particular poem.	Make predictions from implied details, both before and after events.	Make predictions from implied details, both before and after events.	Make predictions from implied details, both before and after events.  Explore what could happen next independently	Make predictions from implied details, both before and after events  Can justify what they think using evidence from the text to support thought process and use of inference.	Confidently make predictions from implied details, both before and after events.
<b>Explanation</b> 	Share their opinions of the texts.  Begin to identify and discuss figurative language used in poetry	Begin to identify and discuss themes across a range of poems and fiction texts  Read a variety of texts through class reading (fiction and poetry)	Discuss how books, especially non-fiction books are structured in different ways and make links to other texts.	Share their opinions of the texts, building upon their own ideas and others.	Independently share their opinions of the texts, building upon their own ideas and others.  Make links to fact and opinion, discussing and	Independently make links to fact and opinion, discussing and evaluating the authors use of language, considering the impact on the reader.



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		Share their opinions of the texts, beginning to build upon their own ideas and others.	Distinguish the difference between fact and opinion.	Make links to fact and opinion, discussing the author's use of language.  Begin to understand why figurative language is used within certain texts.	evaluating the author's use of language, considering the impact on the reader.  Understand why figurative language is used within certain texts.	Understand how and why figurative language is used within certain texts.
<b>Retrieve</b> 	<p>Answer questions which require them to justify their original answers.</p> <p>Locate the poets viewpoint, retrieving key details and begin to find quotations to support idea. Can they interpret the poets meaning behind the poem?</p> <p>Begin to locate the authors viewpoint.</p> <p>Justify their interpretation of the authors viewpoint.</p>	<p>Answer questions based on vocabulary, inference, retrieve and summarise.</p> <p>Discuss the meaning of quotes from the text.</p> <p>Begin to locate the authors viewpoint.</p> <p>Justify their interpretation of the authors viewpoint</p>	<p>Begin to ask questions which develop their understanding Skim and scan the text to find a quote to support the class's discussion.</p> <p>Begin to independently retrieve key details which develop their understanding.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from non-fiction texts.</p>	<p>Independently retrieve key details which develop their understanding.</p>	<p>Independently retrieve key details and quotes which develop their understanding.</p> <p>Locate the author's viewpoint, retrieving key details and to find quotations to support idea.</p>	<p>Confidently and independently retrieve key details and quotes which develop their understanding.</p> <p>Answer questions based on the author and text that they are reading in class.</p>
<b>Summarise</b> 	<p>As a class summarise a main idea within a paragraph.</p> <p>Summarise ideas and themes from poems.</p> <p>Read a wider range of poems.</p> <p>Order events within a chapter that they have just read.</p>	<p>Begin to make links and comparisons within and across texts.</p>	<p>Summarise the book that they are reading, considering possible themes.</p> <p>Link themes to other books which they have read independently or as a class?</p>	<p>Summarise and make comparisons within the book.</p> <p>Order events throughout a book, referring to their notes.</p>	<p>Summarise and make comparisons within the book, considering what happened before and after.</p> <p>Order events throughout a book, using the skimming and scanning technique to check sequence of events.</p>	<p>Order events, such as chapter headings and justify their answers.</p>