

## Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Quality Text &amp; Interconnection</b>	<b>The Three Little Pigs</b> <b>Displacement &amp; Invasion</b>	<b>Stick Man</b>	<b>Little Red Reading Hood</b> <b>Individuality</b>	<b>The Lion Inside</b> <b>Individuality</b>	<b>The Secret of Black Rock</b> <b>Social Change</b>	<b>Where the Wild Things Are</b>
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>understand both the books they can already read accurately and fluently and those they listen to by:               <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul>			
<b>Explanatory Phrases</b>	<p>I think...because            ...makes me think...            ...reminds me of...            I can see...            ...makes me feel...</p>					

## Writing Curriculum Overview: Summer Term 2

Term	Summer Term 2
<p><b>Quality Text &amp; Writing Outcomes</b></p>	<p><b>Where the Wild Things Are</b>  <b>Poetry:</b> List  <b>Fiction:</b> Cultural (Story Structure &amp; Setting)  <b>Non-fiction:</b> Information  <b>Phonics:</b> Phase 5 &amp; 6</p>
<p><b>Word</b></p>	<p><b>Build on previous learning and focus on:</b>  Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).  Reinforce the prefix un–.</p>
<p><b>Sentence</b></p>	<p><b>Build on previous learning and focus on:</b>  How words can combine to make sentences.  Joining words and joining clauses using and.  Write from memory, simple dictated sentences.</p>
<p><b>Text</b></p>	<p><b>Build on previous learning and focus on:</b>  Sequencing sentences to form short narratives.</p>
<p><b>Punctuation</b></p>	<p><b>Build on previous learning and focus on:</b>  Separation of words with spaces.  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Capital letters for names and for the personal pronoun I.</p>