

## Reading Programme of Study

### Class Author

#### Purpose and Objectives

**To develop positive attitudes to reading and understanding of what they have read**

- Listening to and discussing a wide range of fiction
- Reading books that are structured in different ways
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination

**To participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.**

	Autumn Term	Spring Term	Summer Term
<b>Year Three</b>	Dick King-Smith Anthony Browne	Jeremy Strong Atinuke	The Ahlbergs Michael Rosen
<b>Year Four</b>	Roald Dahl David Walliams	Anne Fine Frank Cottrel-Boyce	Gill Lewis William Shakespeare
<b>Year Five</b>	Kes Gray Katherine Rundell	Roald Dahl John Agard	Michael Morpurgo Michele Paver
<b>Year Six</b>	Phillip Pullman Cornelia Funke	Malory Blackman Cressida Cowel	Neil Gaiman A F Harrold
<b>Class Author Tasks</b>	<ul style="list-style-type: none"> <li>● Display with class author books and pictures of the author.</li> <li>● Display shows words and phrases 'magpied' from the books.</li> <li>● Display shows the genre and theme(s) of books.</li> <li>● Whole books or extracts are read aloud to class by the teacher.</li> <li>● Pupils have the opportunity to read the class author books independently.</li> </ul>		
<b>In the teaching</b>	Pupils should have opportunities to listen frequently to stories, poems, non-fiction and other writing Pupils should listen to whole books as well as extracts		

### Guided Reading

#### Purpose and Objectives

**To develop positive attitudes to reading and understanding of what they have read**

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books
- Reading books that are structured in different ways, and reading for a range of purposes
- Discussing words and phrases that capture the reader's interest and imagination

- Recognising some different forms of poetry
- Learning a wide range of poetry by heart.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume so that meaning is clear to an audience

**To understand what they read in books they can read independently**

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure and presentation contribute to meaning
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year Three</b>	<b>The Lost Village of Skara Brae</b> - Mick Gowar <b>The Stone Age</b> -Usborne Books <b>The Tiny Seed</b> - Eric Carle <b>Stone Age Boy</b> - Satoshi Kitamura <b>Voices in the Park</b> - Anthony Browne <b>Stone Age</b> - Bone Age- Mick Manning	<b>Prince Cinders</b> - Babette Cole <b>The Egyptian Cinderella</b> - Shirley Climo <b>Egyptians</b> - Usborne <b>Anna Hibiscus</b> - Atinuke <b>Sophie's Lucky</b> - Dick King-Smith <b>The Wind in the Willows</b> - Kenneth Graham (Adapted)	<b>I heard it in the Playground</b> - Janet and Alan Ahlberg <b>The Wooden Horse</b> - Usborne <b>Aesop's Funky Fables</b> -Vivian French <b>Alice's Adventures in Wonderland (Adapted)</b> <b>Pandora's Box</b> -Big Cat
<b>Year Four</b>	<b>The Enormous Crocodile</b> - Roald Dahl <b>Boudica</b> - Big Cat Inform <b>What the Romans Did for Us</b> -Info books <b>Boudica's Army-I was there!</b> - Hilary McKay <b>Black Dog</b> - Levi Pinfold <b>Leon and the Place Between</b> -Baker Smith	<b>Invaders and Conquerors</b> - Information <b>Beowulf</b> - Kevin Crossley Holland <b>King Arthur</b> - Marcia Williams <b>Young Merlin</b> - Tony Bradman <b>The Tempest</b> - Orchard <b>Gulliver's Travels</b> - Johnathan Swift	<b>The Viking and Anglo-Saxon Struggle for England</b> - Early British History <b>Odd and the Frost Giants</b> - Gaiman <b>The Sword of the Viking King</b> - Terry Deary <b>Journey to the Centre of the Earth</b> - Jules Verne (Abridged) <b>On the Origin of Species</b> - Darwin <b>On the move</b> - Michael Rosen

<b>Year Five</b>	<b>All Sorts to make a world-</b> John Agard <b>Kings and Queens-</b> Tony Robinson <b>Once Upon A Street-</b> Isabelle King <b>Guardians of the Planet</b> <b>The Moonstone-</b> Wilkie Collins <b>King Kong-</b> Anthony Browne	<b>Daily Life in Ancient Benin-</b> Paul Mason <b>Two Animal Tales from Africa-</b> Beverley Birch <b>Chocolate: from bean to bar-</b> Big Cat <b>Bitter Chocolate -</b> Sally Grindley <b>Under the Moon and Over the Sea-</b> Poetry J Agard <b>Jekyll and Hyde-</b> RL Stevenson	<b>The Lost Happy Endings-</b> Carol Ann Duffy <b>Matilda-</b> Roald Dahl <b>The Medieval Messenger -</b> Paul Dowswell <b>Hidden Figures</b> <b>Meteors-</b> National Geographic <b>The Three Musketeers</b> Alexandre Dumas
<b>Year Six</b>	<b>Tudor-</b> Eyewitness <b>Diver's Daughter -</b> P Lawrence <b>Macbeth-</b> Tony Bradman-DLG <b>Springheeled Jack-</b> Philip Pullman <b>When Jessie Came Across the Sea -</b> P G Lynch	<b>The War of the Worlds-</b> HG Wells (abridged) <b>Phoenix -</b> S F Said <b>Oranges in no man's land -</b> E Laird <b>Phoenix -</b> S F Said <b>Moon Juice-</b> Kate Wakeling	<b>Shakleton's Journey -</b> W Grill <b>Antarctica- Land of the Penguins -</b> J and A Scott <b>Windvale Sprites-</b> McKenzie Crooke <b>The Imaginary-</b> Harrold <b>Coraline-</b> Neil Gaiman

## Library Sessions

### Purpose and Objectives

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- 
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- Discussing words and phrases that capture the reader's interest and imagination

**To participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Library Session Tasks</b>	<ul style="list-style-type: none"> <li>● Children learn strategies to select books from the library</li> <li>● Children learn how a library is organised and how to find books</li> <li>● Children and adults recommend books to each other</li> <li>● Adult reads to children- discussing genre, authorial word choice and word meanings.</li> </ul>		
<b>In the teaching</b>	Pupils should meet authors of books they might not choose themselves Pupils should be taught how to select books and make their own choices with teachers		

Year	Skills	Knowledge
<b>Year Three</b>	<p>Be able to identify the fiction and non-fiction sections of the library.</p> <p>Be able to put books on the shelf with the spine facing the correct way.</p>	<p>Know the difference between fiction and non-fiction texts.</p> <p>To know where in the library these are.</p> <p>Know what the spine of a book is and which way it faces on the shelf</p>
<b>Year Four</b>	<p>Be able to identify the author's surname on a book cover.</p> <p>Be able to put fiction books in the correct broad section by surname.</p>	<p>Know that the fiction books are arranged alphabetically by surname.</p> <p>Know the different ways fiction books are sorted and know where in the library the poetry, graphic novels, picture books and novels are.</p>
<b>Year Five and Six</b>	<p>Be able to order fiction books within a section alphabetically by surname.</p> <p>Be able to identify books in a series and group the book together.</p>	<p>Know how to use the second and third letter of the Author's surname to order books within a section.</p> <p>To know where all the different fiction types are in the library (novels, graphic novels, picture books.) and some sections within these- eg: puzzle books, types of picture book.</p>

### Patron of Reading- Steve Skidmore (2021-23)

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- Discussing words and phrases that capture the reader's interest and imagination

#### **To participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.**

	Autumn Term	Spring Term	Summer term
<b>Visit</b>	<ul style="list-style-type: none"> <li>● Assembly for all</li> <li>● Presentations Y3/4</li> </ul>	<ul style="list-style-type: none"> <li>● Assembly for all</li> <li>● Presentations Y3/4</li> </ul>	<ul style="list-style-type: none"> <li>● Assembly for all</li> <li>● Presentations 5/6</li> </ul>

	• Workshops Y6	• Workshops Y5	• Workshops Y3/4
<b>Activities</b>	Book sale and signing Library sessions	Book sale and signing Library sessions	Library sessions

### Independent Reading

#### **Purpose and Objectives**

**To maintain positive attitudes to reading and understanding of what they have read**

- Continuing to read, comprehend and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books
- Using dictionaries to check the meaning of words they have read
- Discussing words and phrases that capture the reader's interest and imagination.

#### **Sustained silent reading time**

<b>Year Three and Four</b>	Develop focus to be able to sustain reading activity for 15 minutes without interruption. Use Accelerated Reader to check text comprehension. Use reading cards to read a wider range of text types and authors. As a class, find unknown words in the dictionary to check meaning.
<b>Year Five and Six</b>	Develop focus to be able to sustain reading activity for 25 minutes without interruption. Use Accelerated Reader to check text comprehension. Be able to recommend books to others. Use reading cards to read a wider range of text types and authors. Find unknown words in the dictionary to check meaning.

### Home-School Reading

#### **Purpose and Objectives**

**To develop positive attitudes to reading independently and develop comprehension**

<b>Year Three</b>	Book trolley for selecting books for home reading. Bookbag for transporting books to and from school daily. Access to MyON reading at home.
<b>Year Four</b>	Book trolley for selecting books for home reading. Reading tote bag for transporting books to and from school daily. Access to MyON reading at home.

