



KS1 National Curriculum	KS2 National Curriculum
<p>Key Stage 1 Year 1</p> <p>During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.</p> <p>Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.</p> <p>Pupils should be helped to read words without overt sounding and blending after a few encounters</p> <p>Key stage 1 - year 2</p> <p>By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some</p>	<p>Lower Key Stage 2 Year 3 and 4</p> <p>By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4</p> <p>Upper Key Stage 2 Year 5 and 6</p> <p>By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.</p> <p>They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read</p>



familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Reading Statement of Intent:

At Featherstone Wood Primary school we aim to develop a love of literature through widespread reading for enjoyment. We aim to ensure children can read easily, fluently and with good understanding, develop the habit of reading widely and often, for both pleasure and information, acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language and appreciate our rich and varied literary heritage



Cultural awareness

At Featherstone Wood Primary School we aim to harness young children's desire for fairness and using it as an opening to discuss bias and discrimination. Creating an environment where children can comment on the differences they observe. We want to encourage children to notice differences because they do so naturally, yet at the same time, honour people's identities without judging or discriminating based on difference. Within our English curriculum we have several texts that approach the topic of bias, diversity, and social justice (Little leaders - Bold women in black history, Little leaders - exceptional men in black history, Antiracist baby etc). We provide books which may be about people who are different to the student, affirm their identity, those that expose bias, or share stories of people who stood up to injustice. Reading is a core part of our curriculum and therefore a seamless way to approach the topic. We also focus on both Mary Seacole and Florence Nightingale in History and use other cultural references and texts in our learning.



Autumn 1

Week	1	2	3	4	5	6	7
EYFS	<ul style="list-style-type: none"> Coming to England Harry and His Bucketful of Dinosaurs – Starting School Funny Bones Titch So Much We’re going on a bear hunt Dear Zoo 				<ul style="list-style-type: none"> Where’s spot Monkey Puzzle Non-Fiction Harvest Elmers Weather Kippers rainy Day 		
Reception	<ul style="list-style-type: none"> Harry and His Bucketful of Dinosaurs – Starting School Funny Bones Titch The Hungry Caterpillar We’re going on a bear hunt Dear Zoo 				<ul style="list-style-type: none"> Where’s spot Monkey Puzzle Non-Fiction Harvest Elmers Weather Kippers rainy Day <p>Add diversity for Early Years</p>		
Year 1	Year one Children on Bug Club Phonics have guided reading sessions using matched phonics books.						
Year 2	Fiction Goldilocks and just the one bear Leigh Hodgkinson	Fiction Goldilocks and just the one bear Leigh Hodgkinson	Poetry Puffin Book of fantastic first poems June Crebbin	Fiction Pumpkin Soup Helen Cooper	Fiction Delicious Helen Cooper	Non-Fiction Wow! Birds	Non-Fiction Wow! oceans
	For children still accessing phonics- guided reading sessions to follow application of phonics skills						
Year 3	Fiction The Owl who was Afraid of The Dark	Fiction The Owl who was Afraid of The Dark	Fiction The Owl who was Afraid of The Dark	Fiction The Owl who was Afraid of The Dark	Poetry Puffin book of utterly brilliant poetry Brian Patten	Non-Fiction A Butterfly is Patient Diana Huttts Aston	Non-Fiction A Butterfly is Patient Diana Huttts Aston
Year 4	Fiction Charlotte’s web Possible novel	Fiction Charlotte’s Web	Fiction Charlotte’s Web	Fiction Charlotte’s Web	Fiction Charlotte’s Web	Non-fiction Book Titles	Non-fiction Book Titles



						There are fish everywhere Britta Teckentrup	There are fish everywhere Britta Teckentrup
Year 5	Fiction Kensukes Kingdom Possible novel	Fiction Kensukes Kingdom	Fiction Kensukes Kingdom	Fiction Kensukes Kingdom	Fiction Kensukes Kingdom	Non- Fiction Martin Brown's Lesser spotted Animals	Non- Fiction Martin Brown's Lesser spotted Animals
Year 6	Fiction The Jamie Drake Equation	Fiction The Jamie Drake Equation	Fiction The Jamie Drake Equation	Fiction The Jamie Drake Equation	Fiction The Jamie Drake Equation	Non- Fiction Planetarium Simplified version	Non- Fiction Planetarium

Autumn 2

	1	2	3	4	5	6	7
EYFS	<ul style="list-style-type: none"> Winnie the Witch Room on the Broom Dear Santa Stick Man Diwali – Non fiction 			<ul style="list-style-type: none"> The Gruffalo Kippers Year in pictures One snowy Night Kippers windy day 			
Reception	<ul style="list-style-type: none"> Handa's Surprise Beautiful Bananas Winnie the Witch Room on the Broom Father Christmas Needs a Wee The Jolly Christmas Postman Christmas Story/Nativity 			<ul style="list-style-type: none"> Diwali The Gruffalo Kippers Year in pictures One snowy Night Kippers windy day 			
Year 1	Year one Children on Bug Club Phonics have guided reading sessions using matched phonics books.						
Year 2	Fiction Stuck Oliver Jeffers	Fiction Lost Oliver Jeffers	Fiction The Smartest Giant in Town Julia Donaldson	Fiction The Smartest Giant in Town Julia Donaldson	Poetry Puffin Book of fantastic first poems June Crebbin	NON-FICTION I don't like snakes Nicola Davies	NON-FICTION I don't like snakes Nicola Davies



Year 3	Fiction Fantastic Mr Fox	Fiction Fantastic Mr Fox	Fiction Fantastic Mr Fox	Fiction Fantastic Mr Fox	Poetry Puffin book of utterly brilliant poetry Brian Patten	Non-fiction Rock Explorers Gems Claudia Martin	Non-fiction Rock Explorers Gems Claudia Martin
Year 4	Fiction The Butterfly Lion	Fiction The Butterfly Lion	Fiction The Butterfly Lion	Fiction The Butterfly Lion	Non- Fiction Earth Heroes Lily Dye	Non- Fiction Earth Heroes Lily Dye	Poetry 100 Best Poems for children Roger Mc Gough
Year 5	Fiction The Lion, The Witch and The Wardrobe	Fiction The Lion, The Witch and The Wardrobe	Fiction The Lion, The Witch and The Wardrobe	Fiction The Lion, The Witch and The Wardrobe	Fiction The Lion, The Witch and The Wardrobe	Poetry Twas the Night Before Christmas	Poetry Twas the Night Before Christmas
Year 6	Fiction Letters From A Lighthouse by Emma Carrol	Fiction Letters From A Lighthouse by Emma Carrol	Fiction Letters From A Lighthouse by Emma Carrol	Fiction Letters From A Lighthouse by Emma Carrol	Fiction Letters From A Lighthouse by Emma Carrol	Poetry Rhythm and poetry Karl Nova	Poetry Rhythm and poetry Karl Nova

Class Readers for the Term

Year 1	The Enchanted Tree
Year 2	The Enormous Crocodile
Year 3	Nothing To See Here Hotel
Year 4	Stig of the Dump
Year 5	Who Let The gods Out
Year 6	The Hobbit

Spring 1



	1	2	3	4	5	6	7
EYFS	<ul style="list-style-type: none"> • Harry and his Bucketful of Dinosaurs • Aliens Love Dinopants • Tyrannosaurus Drip • Non-Fiction Dinosaur books 			<ul style="list-style-type: none"> • Cave Baby • We're going on a bear hunt • Guess how much I love you 			
Reception	<ul style="list-style-type: none"> • Harry and his Bucketful of Dinosaurs • Aliens Love Dinopants • Tyrannosaurus Drip • Non-Fiction Dinosaur books • Cave Baby • We're going on a bear hunt 			<ul style="list-style-type: none"> • Guess how much I love you • Non fiction Weather/season books • The Gruffalos Child • Stick man 			
Year 1	Year one Children on Bug Club Phonics have guided reading sessions using matched phonics books.						
Year 2	Fiction Beegu	Fiction Beegu	Fiction The Sunflower Sisters	Fiction The Sunflower sisters	Poetry Michael Rosen Chocolate cake	Non-fiction The Big book of the blue	Non-fiction The Big Book of the Blue
Year 3	Fiction The Hodgeheg	Fiction The Hodgeheg	Fiction The Hodgeheg	Fiction The Hodgeheg	Non-fiction So you think you've got it dad A kids life in Ancient Rome	Non-fiction So you think you've got it dad A kids life in Ancient Rome	Poetry Valerie Bloom Stars with flaming tales
Year 4	Poetry Joseph Coelho (Overheard in a Tower Block)	Non- Fiction Moth Isabel Thomas	Non- Fiction Moth Isabel Thomas	Fiction The Philosopher's Stone	Fiction The Philosopher's Stone	Fiction The Philosopher's Stone	Fiction The Philosopher's Stone
Year 5	Poetry Kate Wakeling	Poetry- Kate Wakeling (Cherry Moon)	Non- Fiction Amazing Islands Sabrina Weiss	Non- Fiction Amazing Islands Sabrina Weiss	Fiction The Watertower/ Boy In The Tower	Fiction The Watertower/ Boy In The Tower	Fiction The Watertower/ Boy In The Tower
Year 6	Poetry Benjamin Zephaniah	Poetry Benjamin Zephaniah	NON-FICTION The Colours of history Clive Clifford	NON-FICTION The Colours of history Clive Clifford	Fiction Genres The Girl of Ink and Stars	Fiction Genres The Girl of Ink and Stars	Fiction Genres The Girl of Ink and Stars



Spring 2

	1	2	3	4	5	6	7
EYFS	<ul style="list-style-type: none"> Owl Babies Monkey Puzzle Non-Fiction Growing things Oliver's Vegetables Night Monkey Day Monkey 			<ul style="list-style-type: none"> Kipper's Beanstalk Three Little Pigs Kippers Sunny Day The Easter Story 			
Reception	<ul style="list-style-type: none"> Owl Babies Monkey Puzzle Non-Fiction Growing things Oliver's Vegetables Night Monkey Day Monkey Kipper's Beanstalk Ten Little Seeds 			<ul style="list-style-type: none"> From Seed to Sunflower Eddie's Garden Sleeping Beauty Three Little Pigs Kippers Sunny Day The Easter Story 			
Year 1	Year one Children on Bug Club Phonics have guided reading sessions using matched phonics books.						
Year 2	Fiction Meerkat Mail Emily Gravett	Fiction Meerkat Mail Emily Gravett	Non-fiction Say hi to hedgehogs Jane McGuinness	Non-fiction Say hi to hedgehogs Jane McGuinness	Non-fiction The Street beneath my feet Charlotte Guillan	Non-fiction The Street beneath my feet Charlotte Guillan	Poetry Blue Balloons and Rabbit Ears
Year 3	Non-Fiction- Book of Brilliant Bugs Jess French	Non-Fiction- Book of Brilliant Bugs Jess French	Fiction The Strongest Girl in the world	Fiction The Strongest Girl in the world	Fiction The Strongest Girl in the world	Fiction The Strongest Girl in the world	Poetry Puffin book of utterly brilliant poetry Brian Patten
Year 4	Fiction The Philosopher's Stone	Fiction The Philosopher's Stone	Fiction The Philosopher's Stone	Fiction The Philosopher's Stone	Poetry	Non- Fiction- Story of Tutankhamen Patricia Cleveland -Peck	Non- Fiction- Story of Tutankhamen Patricia Cleveland -Peck



Year 5	Fiction The Watertower/ Boy In The Tower	Fiction The Watertower/ Boy In The Tower	Fiction The Watertower/ Boy In The Tower	Non-fiction	Non-fiction	Non-fiction	Poetry
Year 6	Fiction Genres The Girl of Ink and Stars	Fiction Genres The Girl of Ink and Stars	Fiction Genres The Girl of Ink and Stars	Fiction Genres The Girl of Ink and Stars	Fiction Genres The Girl of Ink and Stars	Fiction Genres The Girl of Ink and Stars	Poetry

Class Readers for the Term

Year 1	Charlie and the chocolate factory
Year 2	The Baker's Boy and the Great Fire of London
Year 3	Pugs of The Frozen North
Year 4	Eddie and the box of flits- Kate Wilkinson Nothing To See Here Hotel
Year 5	No Stars at the Circus
Year 6	Carries War

Summer 1

	1	2	3	4	5	6	7	
NURSERY	<ul style="list-style-type: none"> • Oliver's Fruit Salad • From Seed to Sunflower • Eddie's Garden • The tiger who came to tea 			<ul style="list-style-type: none"> • Acorn to oak tree • The Very Hungry Caterpillar • The bad tempered ladybird • Aaaargh Spider • Everything Spring – Non fiction 				
Reception	<ul style="list-style-type: none"> • Oliver's Vegetables • Oliver's Fruit Salad • Kipper's Beanstalk • Ten Little Seeds • From Seed to Sunflower 			<ul style="list-style-type: none"> • Eddie's Garden • SuperTato • The tiger who came to tea • Tiddler • The Little Red Hen 				
Year 1	Year one Children on Bug Club Phonics have guided reading sessions using matched phonics books.							
Year 2	Poetry/narrative If all the world were Joseph Coelho	Poetry/narrative If all the world were Joseph Coelho	Non-Fiction A walk in London	Non-Fiction A walk in London	Non-Fiction A walk in London	Fiction The tear thief Carol Ann Duffy	Fiction The tear thief Carol Ann Duffy	Fiction The tear thief Carol Ann Duffy



			Salvatore Rubbino	Salvatore Rubbino				
Year 3	Fiction Bill's New Frock	Fiction Bill's New Frock	Fiction Bill's New Frock	Fiction Bill's New Frock	Fiction Bill's New Frock	Poetry Puffin book of utterly brilliant poetry	Non-Fiction Important people	Non-Fiction Important people
Year 4	Non-Fiction Once upon a raindrop	Non-Fiction The rhythm of the rain	Poetry 100 best poems Roger Mc Gough	Fiction The firework maker's daughter	Fiction The firework maker's daughter	Fiction The firework maker's daughter	Fiction The firework maker's daughter	Fiction The firework maker's daughter
Year 5	Non-Fiction Great Women who changed the world	Non-Fiction Great women who saved the planet	Fiction There's a boy in the girls' bathroom	Fiction There's a boy in the girls' bathroom	Fiction There's a boy in the girls' bathroom	Fiction There's a boy in the girls' bathroom	Fiction There's a boy in the girls' bathroom	Fiction There's a boy in the girls' bathroom
Year 6	Non- Fiction Young Gifted and Black Jamia Wilson	Non- Fiction Young Gifted and Black Jamia Wilson	Non- Fiction Survivors David Long	Non- Fiction- Survivors David Long	Fiction Macbeth	Fiction Macbeth	Fiction Macbeth	Fiction Macbeth

Summer 2

	1	2	3	4	5	6	7
Nursery	<ul style="list-style-type: none"> The Rainbow Fish Sharing a Shell Commotion in the Ocean The snail and the whale 				<ul style="list-style-type: none"> Eid The Day the Crayons Quit What the ladybird heard at the seaside Sharing a shell Non-Fiction Summer 		
Reception	<ul style="list-style-type: none"> The Fish who Could Wish The Singing Mermaid The Rainbow Fish 				<ul style="list-style-type: none"> The snail and the whale Jack and the Beanstalk Eid 		



	<ul style="list-style-type: none"> • Sharing a Shell • Commotion in the Ocean • Handas Surprise 			<ul style="list-style-type: none"> • The Day the Crayons Quit • What the ladybird heard at the seaside • Sharing a shell • Non-Fiction Summer 			
Year 1	Year one Children on Bug Club Phonics have guided reading sessions using matched phonics books.						
Year 2	Non- Fiction In the Garden Emma Giuliani	Non-Fiction In the Garden Emma Giuliani	Poetry The puffin book of fantastic first poems	Fiction Introduction to chapter books Roddy Doyle	Fiction Introduction to chapter books Roddy Doyle	Fiction Introduction to chapter books Roddy Doyle	Fiction Introduction to chapter books Roddy Doyle
Year 3	Poetry Please Mrs Butler	Fiction The Worst Witch	Fiction The Worst Witch	Fiction The Worst Witch	Fiction The Worst Witch	Fiction The Worst Witch	Fiction The Worst Witch
Year 4	Fiction The firework maker's daughter	Fiction The firework maker's daughter	Non- Fiction- The Hot book/ The Cold Book Dr Mike Goldsmith	Non- Fiction- The Hot book/ The Cold Book Dr Mike Goldsmith	Non- Fiction- The Hot book/ The Cold Book Dr Mike Goldsmith	Poetry 100 best poems Roger Mc Gough	Poetry 100 best poems Roger Mc Gough
Year 5	Fiction The Giant's Necklace	Fiction The Giant's Necklace	Non- Fiction Atlas of Biodiversity	Non- Fiction Atlas of Biodiversity	Non- Fiction Atlas of Biodiversity	Poetry The Highwayman	Poetry The Highwayman
Year 6	Poetry Steve Camden	Poetry Steve Camden	Fiction Stormbreaker	Fiction Stormbreaker	Fiction Stormbreaker	Fiction Stormbreaker	Fiction Stormbreaker

Class Readers for the Term

Year 1	
Year 2	The boy who grew dragons The Baker's Boy and the Great Fire of London Pugs of The Frozen North



Year 3	Varjak Paw
Year 4	The land of roar- Jenny McLachla
Year 5	Room 13
Year 6	A Wrinkle in Time

Guided reading texts: These texts are based on ARE and above. Other texts will be used to meet the learning needs of lower ability groups.

Home Reading Books: Reading books for KS 1 and EYFs children should reflect the phonics ability of the children. The KS 2 children should be able to read nine out of ten words independently.

Nursery					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To understand that print has meaning and ask questions about books. To know that print can have different purposes and to become more interested in print in the environment. To begin to sit still and listen for short periods of time when they are interested.	To understand we read English text from left to right and from top to bottom using a finger to follow the story when using a shared text. To learn and understand the names of the different parts of a book.	To be able to spot and suggest rhymes, joining in with repeated phrases. To count or clap syllables in a word using their body or instruments. To develop my listening skills and follow the rules of story time.	To be able to recognise words with the same initial sound, such as money and mother. To develop a love for reading, asking adults to read stories during child-initiated play.	To be able to engage in extended conversations about stories, learning new vocabulary. To choose to look at books independently and with friends. Reciting familiar stories as they turn the pages.	To have developed their listening skills enough to sit for a short stories and listen with awe and wonder. To begin to use the new vocabulary from the books they have read in their play and everyday language.

Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



<p>To sit for extended periods of time, enjoys stories and To be able to engage in extended conversations about stories, learning new vocabulary. To predict what will happen next in the story. To begin to learn the sounds needed to read independently.</p>	<p>When learning new vocabulary show they understand it by using words in the correct context. To be able to describe characters. Retell stories using puppets and role play. To master the learning of the sounds and begin to blend them together to read words.</p>	<p>To be able to describe story settings. To be able to anticipate key events and come up with my own alternative events that could happen. To master the blending of sounds and begin to read sentences.</p>	<p>To be able to understand the difference between fiction and non-fiction texts. To use these texts to find out information and become an independent learner. To confidently read sentences and sight read some high frequency words.</p>	<p>To retell stories using my own words and expression. To join in with familiar poems and be able to predict rhyming poems or stories. To add expression to my reading and gain confidence, reading lots of high frequency words.</p>	<p>To develop a love for reading lots of different types of texts and be able to talk about these in detail. To immerse themselves into reading books to themselves and enjoy sharing books with others. To read short sentences confidently, reading for pleasure and being proud of what they have achieved.</p>
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Class Readers: should have a higher pitched reading expectation in order to enrich the children's range of reading materials.