

**Barham Primary SCHOOL CURRICULUM MAP – English – Reading
2024 - 2025**

<p>Curriculum offer Our vision- Intent</p>	<p>At Barham, we strongly believe that developing children’s Reading skills is fundamental in order for them to be able to gain access to and thrive in all areas of the curriculum.</p> <p>We have an English curriculum that is coherently and logically sequenced which is designed to empower and challenge all of our pupils, coming from various parts of the world, so that they become Global citizens of the 21st century. Our English curriculum helps our children develop their linguistic skills, but also acquire the cultural capital they need to thrive in Britain and the World. Our school uses the United Nations Sustainable Development Goals (SDGs) as curriculum drivers.</p> <p>Our English curriculum shows that we are committed to:</p> <ul style="list-style-type: none"> • Inclusive and equitable quality education (SDG 4) • Reduced Inequalities (SDG 10) • Climate Action (SDG 13) • Gender Equality (SDG5) • Clean water and Sanitation (SDG 6) • Peace, Justice and Strong Intuitions (SDG 16) • Good health and Well-being (SDG3) • Life Below Water (SDG 14) 				
<p>National Curriculum Purpose of study</p>	<p>English Reading has a pre-eminent place in education and in society. A high-quality education in English Reading will teach pupils to speak and read fluently so that they can communicate their ideas and emotions to others through their reading and listening. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak and read fluently are effectively disenfranchised.</p>				
<p>National Curriculum Aims</p>	<p>The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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 • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. 				
<p>EYFS <u>Early Learning Goals</u></p>	<p align="center">Communication and Language</p>		<p align="center"><u>English</u></p>		
	<p align="center"><u>Listening, Attention and Understanding</u></p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p align="center"><u>Speaking</u></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of</p>	<p align="center"><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and</p>	<p align="center"><u>Word Reading</u></p> <p>Read aloud simple sentences and books that are consistent with their</p>	<p align="center"><u>Writing</u></p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>phonic knowledge, including some common exception words.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p style="text-align: center;">National Curriculum – Spoken Language</p> <p>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.</p>			<p style="text-align: center;">National Curriculum – Reading</p> <p>The programmes of study for reading at key stages 1 and 2 consist of two dimensions:</p> <ul style="list-style-type: none"> • word reading • comprehension (both listening and reading). <p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p>		
<p>Spoken Language</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary 				

	<ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
<p>National Curriculum ENGLISH READING Programme of Study</p>		<p style="text-align: center;"><u>Key Stage 1</u> <u>(Year 2)</u> <u>READING</u></p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. • develop pleasure in reading, motivation to read, vocabulary and understanding by:

		<ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<ul style="list-style-type: none"> • 	<p style="text-align: center;"><u>Upper key stage 2 – Years 5 and 6</u> <u>READING</u></p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	

- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- 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
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.
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Year 5						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><u>Destination Reader Texts:</u></p> <p>These are suggestive texts based on some of the DR recommended reads for year 5.</p>	<p>Firework Makers Daughter – Philip Pullman (Fiction)</p> <p>Demon Headmaster - Gillian Cross (Fiction)</p>	<p>Black and British – David Olusoga (non fiction)</p> <p>Boy in the Girl’s Bathroom – Louis Sacher (Fiction)</p>	<p>Thief – Malorie Blackman (Fiction)</p> <p>Greek Warriors – Charlotte Guillain (Non Fiction)</p>	<p>The Secret Garder – France Hodgson – Burnett (Fiction)</p> <p>The Egyptian Echo – Paul Dowswell (Non – fiction)</p>	<p>Sallows and Amazons – Aruthur Ransome (fiction)</p> <p>Marcus Rashford – How to be a Champion (Fiction)</p>	<p>Aruthur – High King of Britain – Michael Morpurgo (fiction)</p> <p>Respect! The Walter Tull story – Michaela Morgan (non fiction)</p>
<p><u>Poetry:</u></p>		<p><u>Poems to Share</u></p> <p>Welcome to My Crazy Life – J Seigal</p>		<p><u>Poems for the children to read, write and perform</u></p>		
		<p>Bright Bursts of Colour – M Goodfellow</p>		<p><u>Poems to Perform</u></p> <p>Leisure – W H Davies</p> <p>Walking with My Iguana – Brian Moses</p> <p><u>Poems to read</u></p> <p>Storm in a Rainforest – Sally Garland</p> <p>Autumn leaves – James Mcinerney</p> <p>The Sky Artist – Grace Nichols</p>		

		<p>The British – Ben Zephaniah</p> <p>Whispering Waves – National Poetry Library</p> <p>’Twas the night before Christmas - Clement Clarke Moore</p> <p>A Poem to be Spoken Silently – Pie Corbett</p> <p><u>Poetry to explore through writing</u></p> <p>Kennings</p> <p>Haiku</p> <p>Haiku are seventeen syllable poems Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables</p> <p>The lines are separate and each contains a new thought. A haiku describes one moment of time. Haiku are visual poems usually about the natural world, and leave the reader with a picture.</p> <p>Blackout</p> <p>Blackout poetry is a form of ‘found poetry’ where the poet selects words from a printed text and omits the unwanted words. The chosen words will form a new poem - giving the original text a whole new meaning.</p>
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DR x3 per week
Big Picture Comprehension x1 per week
Reading with the class teacher weekly
Lowest 20% readers in targeted provision

Home Reading: Sapphire (4S+ – 5B+)
Diamond (5W-5S)

sapphire

diamond

The children will participate in Destination Reader lessons where they will receive daily, structured reading sessions teaching them to read with greater understanding, enjoyment, purpose and fluency. They will be taught the key skills of: **prediction, questioning, clarifying, summarising, making connections, inferring and evaluating.** The children will be taught to work towards combining these reading strategies as the children gain confidence in these core skills as they move through the upper part of Key Stage 2.

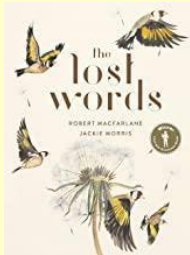

Throughout the week pupils will take part in a range of reading activities including:


- Pre-read (LA)
- Reading with the Class Teacher
- Comprehension
- Reading for pleasure
- Grammar activity

Activities will vary depending on formative and summative assessment and closing the gap activities.

	Pupils are encouraged to use the language stems, which are displayed in the learning environment, to support with answering questions and as sentence starters and prompts.		
Skills/knowledge/concepts (through their DR structured weekly sessions/Comprehension)	<u>Word Reading</u> Pupils will: <i>I can apply my knowledge of root words/ prefixes and suffixes to reading aloud.</i> <i>I am beginning to confidently read books/ texts that are structured in different ways.</i> <i>I can accurately read age appropriate books (black band) out aloud (including whole novels).</i>	<u>Word Reading</u> Pupils will: I can read aloud with intonation that shows understanding. I can fluently read age appropriate book (black band) out aloud with increasing confidence (including whole novels). I can read 120-160 words per minute.	<u>Word Reading</u> Pupils will: I can confidently read a range of books (above black level).
	<u>Reading Comprehension</u> Pupils Will: - <i>read for a range of purposes (example- reading for pleasure, fact finding)</i> - <i>become familiar with and begin to read and discuss a wider range of books from different genres</i> - <i>predict what might happen from what has been said and done within a texts.</i> - <i>ask questions to help clarify my understanding of new vocabulary</i> - <i>recommend books giving reasons for my choices</i> - <i>actively listen to others reading and their ideas, offering feedback using and applying language stems.</i>	<u>Reading Comprehension</u> Pupils Will: - <i>predict what might happen from what has been said and done and justify and give reasons</i> - <i>ask questions to clarify my understanding of a text</i> - <i>make some inferences on the basis of what is said and done</i> - <i>recite/ perform a range of poetry off by heart, showing understanding through intonation, tone and volume</i> - <i>know how to present information from non-fiction texts.</i> - <i>provide reasoned justifications for my views using the language stems.</i> - <i>distinguish between statements of facts and opinions</i>	<u>Reading Comprehension</u> Pupils Will: - <i>challenge other people’s views about book courteously (using language stems- ‘Building on other’s answers’).</i> - <i>ask questions to check for sense and to improve my understanding of a text</i> - <i>identify and summarise main ideas drawn from more than one paragraph within a text</i> - <i>make inferences on the basis of what is said and done, showing a deeper understanding of themes when justifying.</i> - <i>justify my ideas using evidence from the text/ other places</i> - <i>recite/ perform a range of poetry off by heart, showing understanding through intonation, tone, volume and actions</i> - <i>show a sound understanding of what I have read; giving mature answers to questions and often posing my own questions and ideas about the book</i> - <i>explain and discuss my understanding of what I have read through presentations and debates, maintaining a focus on the topic- identify how language, structure, and presentation contribute to meaning</i> - <i>read and comment on a wider range of books that are structured in different ways</i> - <i>explain and discuss my understanding of what I have read through presentations and debates, maintaining a focus on the topic</i>

Year 6

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	
<p><u>Destination Reader texts:</u></p> <p>These are suggestive texts based on some of the DR recommended reads for year 6</p>	<p>The Goldfish Boy (Fiction)</p> <p>Poetry Anthology – classic poetry (Poetry)</p>	<p>The Green Planet (Non fiction)</p> <p>Floodland (Science Fiction)</p> <p>DK Fossils (Non Fiction)</p>	<p>Wolf – Gillian Cross (Fiction)</p> <p>Gandhi and the Ali Brothers – Rakhahri Chatteriji (Non Fiction)</p> <p>SATS Focus</p>	<p>Goodnight Mr Tom – Michelle Magorian (Fiction)</p> <p>The Diary of Anne Frank – Anne Frank (Non Fiction)</p> <p>SATS Focus</p>	<p>Percy Jackson and the Lightening Thief – Rick Riordan (Fiction)</p> <p>Alexander the Greatest – Jamila gavin (Non Fiction)</p>	<p>Blackberry Blue – Jamila Gavin (Fiction)</p> <p>Going Solo – Roald Dahl (Non Fiction)</p>	
<p><u>Poetry:</u></p>	<p><u>Poetry to share</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>The Lost Words – R Macfarlane & J Morris</p> </div> <div style="text-align: center;"> <p>Belonging Street – M Coe</p>  </div> </div>			<p><u>Poems for the children to read, write and perform</u></p> <p><u>Poems to perform</u></p> <p>The River – Valerie Bloom</p> <p>In Flanders' Fields – John McCrea</p> <p><u>Poems to read</u></p> <p>The Book – Michael Rosen</p> <p>My Grandma's Bonsai Tree – Ben Mayoh</p> <p>The Highwayman – Alfred Noyes</p> <p>The Listeners – Walter de la Mare</p> <p>The Hill We Climb –</p>			

		<p>Amanda Gorman</p> <p>Raven – R Macfarlane</p> <p>Cloud Busting – Malorie Blackman</p> <p>Blackbird- John Foster</p> <p><u>Poetry to explore through writing</u></p> <p>Spoken Word Characterized by rhyme, repetition, improvisation, and word play, spoken word poems frequently refer to issues of social justice, politics, race, and community. Spoken word may draw on music, sound, dance, or other kinds of performance to connect with audiences.</p> <p>Narrative Narrative poems tell a story, usually about a very specific moment in time. They can be written in rhyme and with strict rhythmic pattern but are most often in free verse.</p> <p>Cinquain A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables</p>
<p>DR x3 per week Big Picture Comprehension x1 per week Reading with the class teacher weekly Lowest 20% readers in targeted provision</p> <p>Home Reading: Pearl (5S+ – 6B+) Free Reader (6W) </p>	<p>Pupils will be grouped according to their target tracker statements in targeted reading x2 sets Target Tracker informed by teacher formative and summative assessment at the end of each term /practice SATS papers.</p> <p>During the Autumn term in Year 6, the children will participate in Destination Reader lessons where they will receive daily, structured reading sessions teaching them to read with greater understanding, enjoyment, purpose and fluency. They will be taught how to explicitly use the key skills promoted in Destination Reader to answer SATs style questions, predominately using the combining strategies approach to answer a range of comprehension based questions as they explore a range of genres.</p> <p>They then work towards focusing on strategies to answer SATs papers, carrying out past SATs papers, discussing and learning from the answers, advice and further reading strategies discussed during lessons.</p> <p>Throughout the week, pupils will take part in a range of reading activities including:</p> <ul style="list-style-type: none"> -Pre-read (LAs) -Reading with the Class Teacher -Comprehension 	

	<p>-Reading for pleasure -Grammar activity</p> <p>Activities will vary depending on formative and summative assessment and closing the gap activities. Pupils are encouraged to use the language stems, which are displayed in the learning environment, to support with answering questions and as sentence starters and prompts.</p>		
<p>Skills/knowledge/concepts (through their DR structured sessions/Comprehension)</p>	<p><u>Word Reading</u> <u>Word Reading</u> Pupils Will: -apply their knowledge of root words/prefixes and suffixes to reading aloud -read books/texts that are structured in different ways and explain their understanding of these texts</p>	<p><u>Word Reading</u> <u>Word Reading</u> Pupils Will: -read age appropriate book (including whole novels) and discuss and identify common these and make links to other texts</p>	<p><u>Word Reading</u> <u>Word Reading</u> Pupils Will: -read age-appropriate books with confidence and fluency (including whole novels and show a deeper understanding of themes and issues that arise -read aloud with intonation that shows understanding</p>
	<p><u>Reading Comprehension</u> Pupils Will: -read for a range of purposes (example- reading for pleasure, fact finding) -challenge other people's views about book courteously (using language stems- 'Building on other's answers') -ask questions to clarify my understanding of a text -make inferences on the basis of what is said and done and gives reasons -make predictions based on what I have read so far</p>	<p><u>Reading Comprehension</u> Pupils Will: -make inferences on the basis of what is said and done, using justification from the texts - identify and discuss themes and conventions across a range of text -summarise main ideas drawn from more than one paragraph -discuss and evaluate the impact that the author's use of language has on the reader</p>	<p><u>Reading Comprehension</u> Pupils Will: -work out the meaning of words from the context -explain, discuss and show a deeper understanding of what they have read, drawing inferences and justifying these with evidence -predict what might happen from details stated and implied -retrieve information from non-fiction. -evaluate how authors use language, including figurative language, considering the impact on the reader. -make comparisons within and across books -show a sound understanding of what I have read; giving mature answers to questions and often posing my own questions and ideas about the book. -explain and discuss my understanding of what I have read through presentations and debates, maintaining a focus on the topic. -summarise main ideas drawn from more than one paragraph, using key details from the text to support quotations.</p>