


**Barham Primary SCHOOL CURRICULUM MAP – English – Lower KS2 Reading  
2023-24**

<p>Curriculum offer <b>Our vision- Intent</b></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 21<sup>st</sup> 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"> <li>• <b>Inclusive and equitable quality education (SDG 4)</b></li> <li>• <b>Reduced Inequalities (SDG 10)</b></li> <li>• <b>Climate Action (SDG 13)</b></li> <li>• <b>Gender Equality (SDG5)</b></li> <li>• <b>Clean water and Sanitation (SDG 6)</b></li> <li>• <b>Peace, Justice and Strong Intuitions (SDG 16)</b></li> <li>• <b>Good health and Well-being (SDG3)</b></li> <li>• <b>Life Below Water (SDG 14)</b></li> </ul>	
<p>National Curriculum <b>Purpose of study</b></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 <b>Aims</b></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"> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul>	
<p align="center"><b>National Curriculum – Spoken Language</b></p> <p>The national curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – <b>cognitively, socially and linguistically</b>. 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</p>	<p align="center"><b>National Curriculum – Reading</b></p> <p><b>The programmes of study for reading at key stages 1 and 2 consist of two dimensions:</b></p> <ul style="list-style-type: none"> <li>• <b>word reading</b></li> <li>• <b>comprehension</b> (both listening and reading).</li> </ul> <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,</p>	

<p>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>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><b>Spoken Language – Statutory Requirements – Years 1 - 6</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	
<p><b>National Curriculum ENGLISH READING Programme of Study</b></p>	<p style="text-align: center;"><b><u>Key Stage 1</u></b> <b><u>(Year 1)</u></b> <b><u>READING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> <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> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Key Stage 1</u></b> <b><u>(Year 2)</u></b> <b><u>READING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <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> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> <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> <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>	<p>fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <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>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• 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</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
	<p style="text-align: center;"><b><u>Lower key stage 2 – Years 3 and 4</u></b> <b><u>READING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• develop positive attitudes to reading and understanding of what they read by:</li> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<p style="text-align: center;"><b><u>Upper key stage 2 – Years 5 and 6</u></b> <b><u>READING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• maintain positive attitudes to reading and understanding of what they read by:</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern</li> </ul>

- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- 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
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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.

**Year 3**

**Core texts:**

**Autumn 1**



Global Goal 3

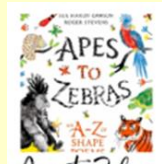


Global Goal 10

**Autumn 2**



The Wild Robot  
Peter Brown  
Global Goal 13



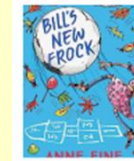
Apes to Zebras  
Liz Brownlee  
Global Goal 13

**Spring 1**  
Global Goal 5



The Accidental Prime Minister  
Tom Laughlin  
Global Goal 16

**Spring 2**

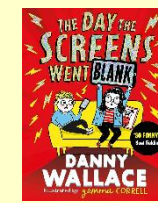


Bill's New Frock  
Anne Fine  
Global Goal 5



The Rhythm of the Rain  
Grahame Baker-Smith  
Global Goal 6

**Summer 1**



Global Goal 3



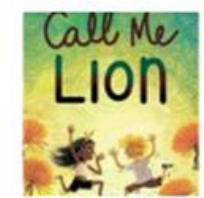
Global Goal 4

**Summer 2**



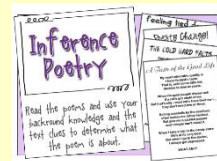
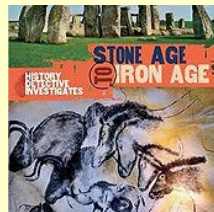
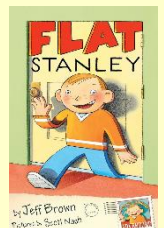
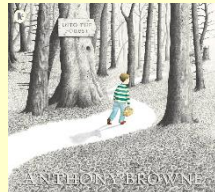
The Sea below my Toes  
Charlotte Guillain

Global Goal 6

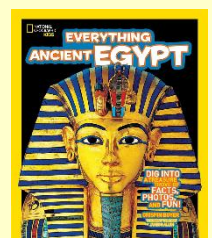
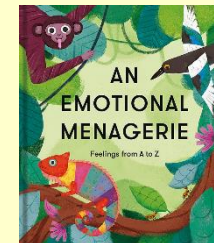
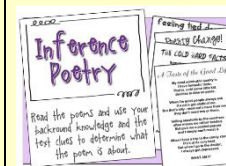


Call me Lion  
Camilla Chester  
Global Goal 10  
Playscripts- Writing focus

**Destination Reader texts:**



**Inference Poetry 2**



**Poetry and Performance:**

-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

-recognising some different forms of poetry

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-recognising some different forms of poetry

**Limericks**

The poem is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows:

Line 1: 7-10 syllables;

Line 2: 7-10 syllables;

Line 3: 5-7 syllables;

4: 5-7 syllables;

Line 5: 7-10 syllables.

The first line usually begins with 'There was a...' and ends with the name of a person or place.

The last line should be rather unusual or far-fetched.

Each line starts with a capital letter. Lines often end with a comma. The mood of this type of poem is comic, and it can even be nonsense

**Poems to Share**

I Am the Seed That Grew the Tree - F Waters & F Preston-Gannon



Stars with Flaming Tails - Valerie Bloom

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**Poems for the children to read, write and perform**

**Poems to Perform**

The Sound Collector - Roger McGough

The Adventures of Isabel - Ogden Nash

**Poems to Read**

The Dragon of Andor – Reading Explorers

Mr Moore – David Harmer

Ghost in the Garden - Berlie Doherty

The Small Dragon - Brian Patten

If Anger was an Animal - The Emotional Menagerie

The Witch of Axon - Reading Explorers

My Brother Might be Bigfoot- Kenn Nesbitt

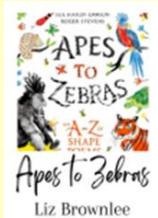
**Poetry to explore through writing**

**List**

A list poem collects content in a list form. It can be purely a list without any transitional phrases. List poems don't have any fixed rhyme or rhythmic pattern – this is the poet's choice.

**Free Verse Poems**

**Shape poems based on Apes to Zebras**

<p><b>Haikus</b></p> <p>The haiku Originates from Japan, and is similar in structure to a Tanka poem. The mood of a haiku is generally serious, and can relate to many themes, including nature or love. The line structure is as follows:  Line 1: 5 syllables;  Line 2: 7 syllables;  Line 3: 5 syllables.</p>						
<p><b>DR x3 per week</b>  <b>Big Picture Comprehension x1 per week</b>  <b>Reading with the class teacher weekly</b>  <b>Lowest 20% readers in targeted provision</b></p>	<p>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: <b>prediction, questioning, clarifying, making connections, summarising, inferring and evaluating.</b></p> <p>Those reading below Lime (White/Gold/Purple) will need daily reading at their colour band with class teacher at their level. Assessment by Target Tracker steps at the end of each half term using formative and summative assessment.</p> <p>The lowest 20% of readers will receive targeted Reading support through Guided Reading sessions and those assessed as still needing phonics support will be placed in a phonics group to rapidly close gaps.</p>					
<p><b>Home Reading:</b> Big Cats – Lime (2S+)  Lime + (3B- 3B+) Copper (3W- 3W+)  Topaz (3S – 3S+)</p> <table border="1" data-bbox="120 788 284 963"> <tr><td>lime</td></tr> <tr><td>lime+</td></tr> <tr><td>copper</td></tr> <tr><td>topaz</td></tr> </table>	lime	lime+	copper	topaz	<p>Throughout the week pupils will take part in a range of reading activities including:</p> <ul style="list-style-type: none"> <li>-Pre-read (LA)</li> <li>-Reading with the Class Teacher</li> <li>-Comprehension</li> <li>-Reading for pleasure</li> </ul> <p>Activities will vary depending on formative and summative assessment and closing the gap activities. Pupils are encouraged to use the DR language stems, which are displayed in the learning environment, to support with answering questions and as sentence starters and prompts.</p>	
lime						
lime+						
copper						
topaz						
<p><b>Skills/knowledge/concepts (through their DR structured week /guided reading sessions/Comprehension)</b></p>	<p><b><u>Word Reading</u></b>  Pupils will:  <i>-apply my knowledge of root words/prefixes and suffixes to reading aloud on most occasions.</i>  <i>-read some of the Year 3 further exception words.</i>  <i>-start to read a wider range of books that are structured in different ways.</i>  <i>-apply my knowledge of root words/prefixes and suffixes to reading aloud.</i>  <i>-read most of the Year 3 further exception words</i></p>	<p><b><u>Word Reading</u></b>  Pupils will:  <i>-fluently read age appropriate books with increasing confidence (including whole novels) on most occasions.</i>  <i>-read the Year 3 further exception words.</i>  <i>-read 90-120 words per minute.</i></p>	<p><b><u>Word Reading</u></b>  Pupils will:  <i>-read further exception words (GPC words not yet learnt).</i>  <i>-read aloud with intonation that shows understanding on most occasions</i></p>			
	<p><b><u>Reading Comprehension</u></b>  Pupils Will:  <i>-making sensible guesses about what a word means</i>  <i>-begin to ask questions to improve my understanding of a text</i></p>	<p><b><u>Reading Comprehension</u></b>  Pupils Will:  <i>-participate in discussions about books, taking turns and listening to what others say</i>  <i>-predict what might happen on the basis of what has been said and done already</i></p>	<p><b><u>Reading Comprehension</u></b>  Pupils Will:  <i>-listen to and can discuss a wide range of age appropriate texts including fiction, poetry, non-fiction and plays. (Child initiated discussion)</i></p>			

-listen to and with some scaffold, can discuss a wide range of texts including fiction, poetry, non-fiction and plays  
 -beginning to participate in discussion about books, taking turns and listening to what others say  
 -asking for the meaning of new words.  
 -I can justify my ideas using because and giving evidence from the text.  
 -begin to read aloud and prepare/perform poems/ play scripts with intonation that shows meaning.  
 -begin to recognise different forms of poetry (free verse/narrative).  
 -retrieve basic information


-discuss words and phrases that capture my interest and imagination  
 -comment on how structure and presentation helps makes a text easier to understand.  
 -retrieve information from non-fiction texts  
 -read range of books, including fairy stories, myths and legends, and retell some of these orally  
 -show a sound understanding of what I have read; giving relevant answers to questions and often posing my own questions and ideas about the book.

-use a dictionary to check the meaning of new words.  
 -check that the text makes sense by working out the meaning of words from the context.  
 -ask questions to improve my understanding of a text  
 -identify the main ideas from more than 1 paragraph and summarise these  
 -make inferences on the basis of what is said and done  
 -identify themes and conventions in a wide range of books  
 -read aloud and perform poems/ play scripts with intonation that shows meaning.  
 -identify how language, structure, and presentation contribute to meaning  
 -read and comment on a wider range of books that are structured in different ways  
 -explain and discuss my understanding of what I have read through presentations and debates, maintaining a focus on the topic

**Year 4**

**Core texts:**

**Autumn 1**



**Global Goal 5**

**Autumn 2**

Global Goal 10





**Spring 1**



**Global Goal 6**

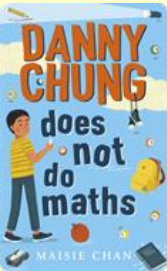
The children will explore Playscripts in their Writing during English lessons.

**Spring 2**




**Global Goal 13**

**Summer 1**



**Global Goal 4**

**Summer 1**



**Global Goal 16**



<p><b>Destination Reader texts:</b></p>	<p><b>Global Goal 5</b></p> 	<p><b>Global Goal 10</b></p> 	<p><b>Global Goal 6</b></p> 	<p><b>Global Goal 13</b></p> 	<p><b>Global Goal 4</b></p> 	<p><b>Global Goal 16</b></p> 	
<p><b>Poetry and Performance:</b></p> <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>-recognising some different forms of poetry</li> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>-recognising some different forms of poetry</li> </ul> <p><b>Kennings</b></p> <p>A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so. Kenning poems are a type of riddle which use kennings to describe something or someone. Each line consists of one kenning. There is no set number of lines in each verse.</p> <p>The kennings should be ordered within the poem with consideration of the impact on the reader.</p> <p>E.G. <i>My Sister</i>  <i>Dummy-sucker</i>  <i>Teddy-thrower</i>  <i>Anything-chewer</i></p>	<p><b>Poems to Share</b></p> <p>Where Zebras Go – S Hardy-Dawson</p>  <p>This Rock, That Rock - D Conlon</p> 			<p><b>Poems for the children to read, write and perform</b></p> <p><b>Poems to perform</b></p> <p>Granny's Sugarcake – John Lyons</p> <p>From a Railway Carriage – R L Stevenson</p> <p><b>Poems to read</b></p> <p>It Couldn't Be Done - Edgar A Guest</p> <p>The Jaberwocky – Lewis Carroll</p> <p>The Sun – Wes Magee</p> <p>Don't be scared – Carol Ann Duffy</p> <p>There's an alien in the classroom – Gervais Phinn</p> <p>Witches chant (Macbeth) – William Shakespeare</p> <p><b>Poetry to explore through writing</b></p> <p>Ryhming Couplets</p> <p>Two lines of a poem that have the same rhythm and rhyme.</p> <p>Kennings</p> <p>Kennings are a means of referring to people or objects without naming them directly. A Kenning names something by describing its qualities in a two word compound expression (often consisting of a noun and a verb made into a noun using an -er ending). Kennings can be developed into a poem or a riddle.</p>			

		<p style="text-align: center;">Free Verse</p> <p>Free verse poems have no rhyming structure and often don't have a particular rhythm or syllable patterns. Poets use line breaks, punctuation and the use of shorter and longer lines to convey meaning.</p>	
<p><b><u>DR x3 per week</u></b>  <b><u>Big Picture Comprehension x1 per week</u></b>  <b><u>Reading with the class teacher weekly</u></b>  <b><u>Lowest 20% readers in targeted provision</u></b></p> <p><b>Home Reading:</b> Ruby (4B – 4W)  Emerald (4W – 4S)</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #c00000; color: white; padding: 2px 5px; font-weight: bold;">ruby</div> <div style="background-color: #008000; color: white; padding: 2px 5px; font-weight: bold;">emerald</div> </div>	<p>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 build upon their ability to independently use and apply the key skills of: <b>prediction, questioning, clarifying, making connections, summarising, inferring and evaluating</b>. The children will learn about combining strategies to develop and show their understanding of the ideas that are conveyed in the texts that they read and explore.</p> <p>The lowest 20% of readers will receive targeted reading support through Guided Reading sessions and those assessed as still needing phonics support will be placed in a phonics group to rapidly close gaps.</p> <p>Throughout the week pupils will take part in a range of reading activities including:</p> <ul style="list-style-type: none"> <li>-Pre-read (LA)</li> <li>-Reading with the Class Teacher</li> <li>-Comprehension</li> <li>-Reading for pleasure</li> </ul> <p>Activities will vary depending on formative and summative assessment and closing the gap activities. Pupils are encouraged to use the DR language stems, which are displayed in the learning environment, to support with answering questions and as sentence starters and prompts.</p>		
<p><b>Skills/knowledge/concepts (through their DR structured week /guided reading sessions/Comprehension)</b></p>	<p><b><u>Word Reading</u></b>  Pupils Will:  <i>-read most of the Year 4 common exception words.</i>  <i>-read aloud with intonation that shows understanding</i></p>	<p><b><u>Word Reading</u></b>  Pupils Will:  <i>-read all of the Year 4 common exception words</i>  <i>-read aloud with intonation that shows understanding on most occasions</i>  <i>-fluently read age appropriate books with increasing confidence</i>  <i>-apply knowledge of root words/ prefixes and suffixes to reading aloud</i></p>	<p><b><u>Word Reading</u></b>  Pupils Will:  <i>-read further exception words</i>  <i>-confidently read a range of books and identify key themes</i>  <i>-read confidently aloud with intonation</i></p>

**Reading Comprehension**

Pupils will:

- listen to and with some scaffold, discuss a wide range of texts including fiction, poetry, non-fiction and plays
- predict what might happen on the basis of what has been said and done
- read a wider range of books that structured in different ways
- use a dictionary to check the meaning of words that I have read
- discuss words and phrases that capture my interest and imagination.
- aloud and perform poems/ play scripts with intonation that shows meaning
- comment on similarities and differences in different texts.
- recognise different forms of poetry (free verse/ narrative).
- listen to and discuss a wide range of texts including fiction, poetry, non-fiction and plays. (Child initiated discussion).
- ask questions to clarify my understanding of a text.

**Reading Comprehension**

Pupils will:

- support and actively listen to others reading and their ideas, offering feedback using the language stems.
- become familiar with and can retell a range of stories including myths and legends/ fairy stories
- draw inferences such as; inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- look at different parts of the text to work out the meaning of unfamiliar words
- identify main ideas drawn from more than one paragraph and summarise these
- make inferences on the basis of what is said and done
- explain the features of different forms of poetry

**Reading Comprehension**

Pupils will:

- read and comment on a wider range of books that are structured in different ways.
- show a sound understanding of what I have read; giving relevant 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
- justify my ideas using evidence from the text/ other places (using a range of language stems to justify) comment on why an author has chosen specific words or phrases
- identify how language, structure, and presentation contribute to meaning
- compare themes and conventions in at least 2 different texts in the same genre.