

FOWEY PRIMARY SCHOOL READING OVERVIEW



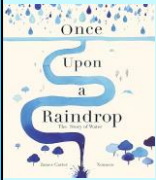
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
EYFS RfP/Reading Spine	All About Me 	Food and Celebrations 	People who help us 	Journeys and Adventures 	Looking after our planet 	Seaside and Water
Texts covered through Drawing Club						
EYFS ELGs Comprehension	<p>Enjoy sharing a book with an adult.</p> <p>Ask questions about the book. Make comments and share their ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Join in with songs and rhymes.</p>	<p>To have a favourite book/non-fiction text/poem and seek them out to share with an adult, another child or to read alone.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Engage in extended conversations about stories, using story vocabulary.</p> <p>Anticipate key events in stories.</p> <p>Continues a rhyming string.</p> <p>Re-enact and reinvent stories in play.</p>	<p>Understand that print can have different purposes.</p> <p>Re-read stories to build fluency and understanding.</p>	<p>Describe main story setting, events and principal characters in increasing detail.</p> <p>Retell stories and narratives using their own words and story vocabulary.</p>	<p>Know the names of different parts of a book.</p> <p>Is able to recall and discuss stories or information that has been read to them or they have read themselves</p>

Year 1/2

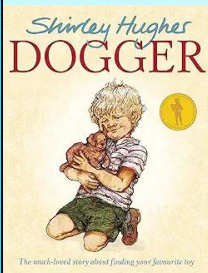
Year 1/2

RfP/ Reading
Spine texts

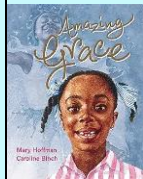
Once upon a raindrop



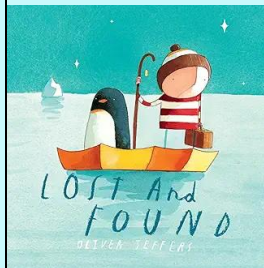
Dogger



Amazing Grace



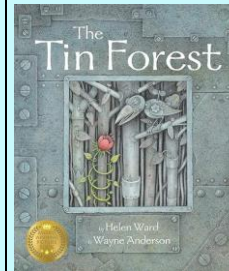
Lost and Found



The Tear Thief



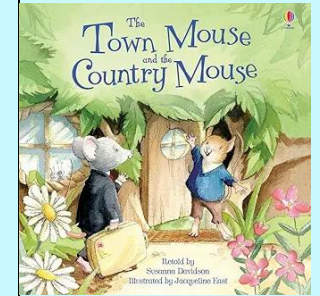
The Tin Forest



The Queen's Knickers



Town Mouse, Country Mouse



Texts linked to
our Writing
Curriculum



Traditional Tales unit

(Little Red Riding Hood,
Jack and the Beanstalk,
Three Billy Goats Gruff,
Enormous Turnip, Little

Alternative
fairytales

Inside the Villains

(Character
description)



A bear's guide to
beekeeping

Instructions (S)



Traction Man

Retelling his adventure
through the school (I)

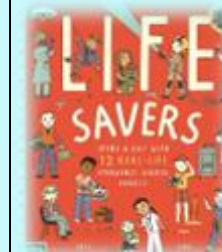
Focussing on suffixes.

Exclamation for action
and sounds.

Charity Writing
experience (school
choice)

Recount of their visit

Letter



Aesop's fables, Just so
stories and cautionary
tales

Write their own cautionary
tale/Aesop fables using
videos and illustrated
tales.

	<p>Red Hen, Three Little Pigs)</p>	<p>The three little wolves and the big bad pig.</p>    <p>Little Red Readinghood (retell the narrative).</p>	<p>The Naughty Bus</p> <p>Rewrite imagining where the bus could go in the local area. (S)</p>	 <p>The proudest blue Diary</p>	<p>Life-savers</p> <p>Non-chronological about jobs.</p> <p>When I grow up I want to</p> <p>Skills lessons on statement, questions, command.</p> <p>Poetry – List poems linked to careers</p>	 <p>https://www.youtube.com/watch?v=C_VqCyjd75E</p> <p>English KS1/KS2: Aesop's Fables - BBC Teach</p>
--	------------------------------------	---	---	--	--	---

<p>RWI Expectations</p> <p>Year one</p> <p>47 sounds (all Set 1 and Set 2 sounds)</p> <p>Year 2</p>	<p>Read Purple Storybooks</p> <p>Read Set 2 sounds</p> <p>47 sounds (all Set 1 and Set 2 sounds)</p> <p>Read Blue Storybooks with increasing fluency and comprehension</p>	<p>Read Pink Storybooks</p> <p>Read first 5 Set 3 sounds</p> <p>52 sounds (first 5 Set 3 sounds)</p> <p>Read Grey Storybooks</p>	<p>Read Orange Storybooks</p> <p>Read 11 Set 3 sounds</p> <p>58 sounds (11 Set 3 sounds)</p> <p>Read Grey Storybooks with fluency and comprehension</p>	<p>Read Yellow Storybooks</p> <p>Read 17 Set 3 sounds</p> <p>64 sounds (17 Set 3 sounds)</p> <p>Access RWI Comprehension and Spelling programmes</p>	<p>Read Yellow Storybooks</p> <p>Read 22 Set 3 sounds</p> <p>69 sounds (22 Set 3 sounds)</p> <p>Access RWI Comprehension and Spelling programmes</p>	<p>Read Blue Storybooks</p> <p>Read all Set 3 sounds and additional graphemes.</p> <p>75 sounds (All Set 3 sounds plus the additional graphemes)</p> <p>Access RWI Comprehension and Spelling programmes</p>
--	--	--	---	--	--	--

**WCR
Comprehension
texts**

Completing RWI
programme

Collection of short
Stage 2
comprehension
texts as an
introduction to
VIPERS

- What is a Traditional Tale?
- The Storyteller
- The Elves and the Shoemaker
- Hansel and Gretel
- Anansi the Spider

Completing RWI
Programme

'More Grey Books'
Reading
Comprehension and
VIPERS linked tasks

- King Canute
- Tricking a dragon
- Icarus and the Sun
- Arachne and Athena
- The ant and the dove
- Brave Tom Bawcock

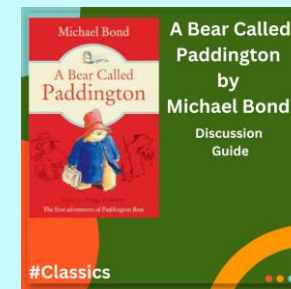
More Grey Books
Reading
Comprehension and
VIPERS linked tasks

- The empty pot
- Jude the newt and the moon
- Settan the stonecutter
- Germs!
- Momataro and the Oni
- The turtle who wanted wings

The Story of the
Underground
(Non Fiction)



A Bear Called Paddington



**Year 2 NC
Objectives**

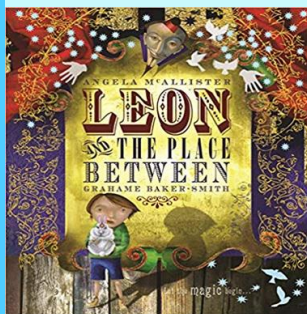
- **Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by;**
 - ✓ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - ✓ 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
- **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

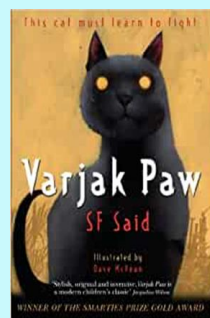
Y3

RfP/Reading Spine books

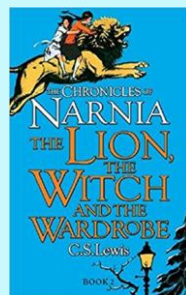
Leon and the place between



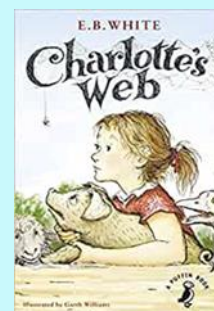
Varjak Paw



The Lion, the Witch and the Wardrobe



Charlotte's Web



The Nothing to See Here Hotel

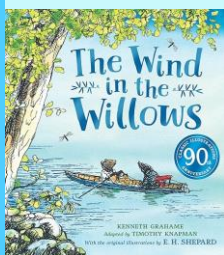


Knights and Bikes



WCR texts

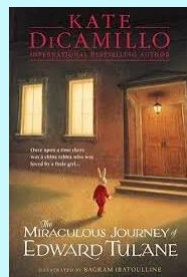
The Wind in the Willows



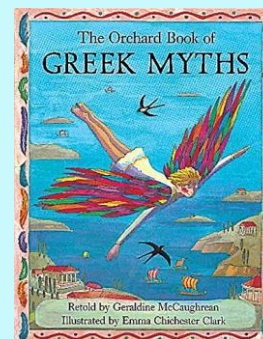
The Iron Man



The Miraculous journey of Edward Tulane



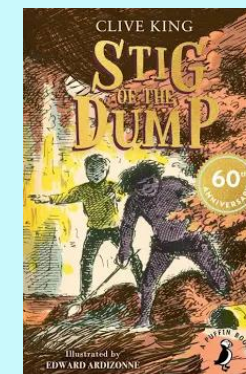
Orchard Greek Myths



When the Mountains Roared



Stig of the Dump



NC Objectives for Reading in Year 3/4

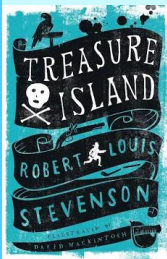
- Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:
 - ✓ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - ✓ reading books that are structured in different ways and reading for a range of purposes

- ✓ using dictionaries to check the meaning of words that they have read
- ✓ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- ✓ identifying themes and conventions in a wide range of books
- ✓ discussing words and phrases that capture the reader's interest and imagination
- **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

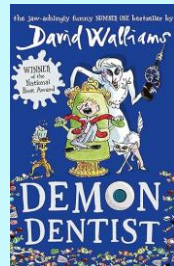
Y4

WCR Texts

Treasure Island



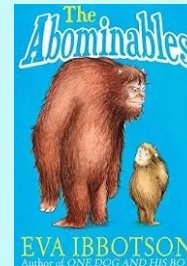
Demon Dentist



The Thieves of Ostia



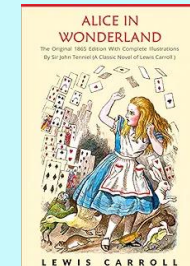
The Abominables



Erik the Viking



Alice in Wonderland



RfP/Reading Spine

The train to impossible places

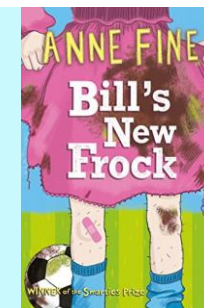
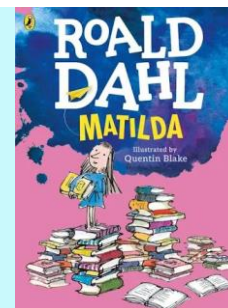
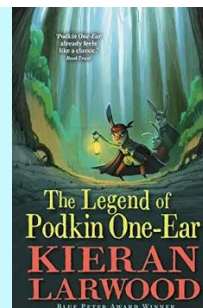
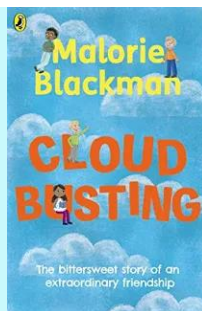
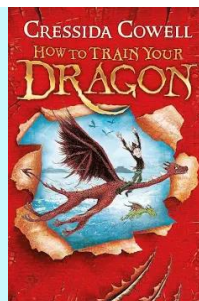
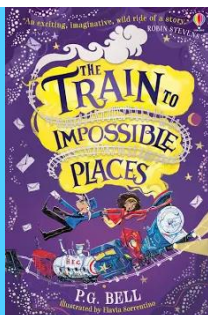
How to train your dragon

Cloudbusting

The Legend of Podkin one ear

Matilda

Bill's New Frock



NC Objectives for Reading in Years 3/4

- Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:
 - ✓ listening to and discussing a 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
 - ✓ using dictionaries to check the meaning of words that they have read
 - ✓ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - ✓ identifying themes and conventions in a wide range of books
 - ✓ discussing words and phrases that capture the reader's interest and imagination
- 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

Y5

WCR Texts

Holes

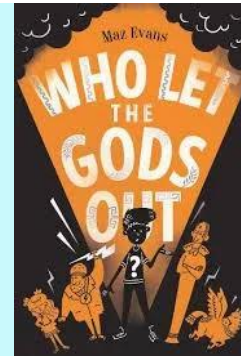
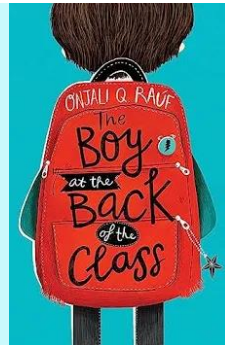
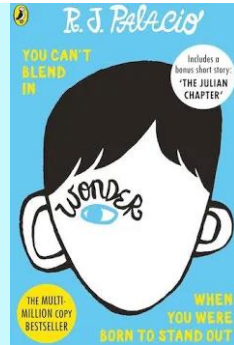
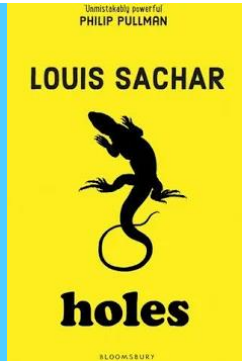
Wonder

Boy at the Back of the Classroom

Who let the Gods out

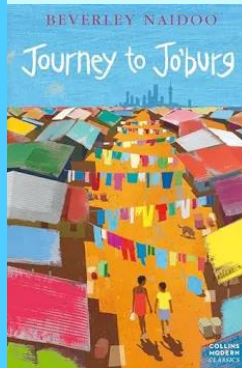
Harry Potter and the Philosopher's Stone

War Horse (local link)



RfP/Reading Spine

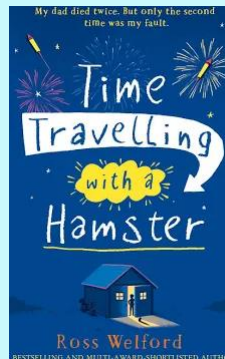
Journey to Joburg



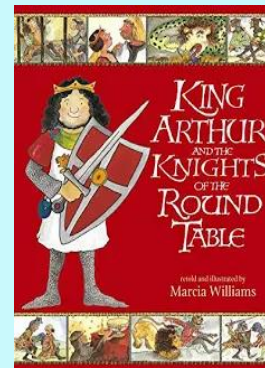
Cosmic



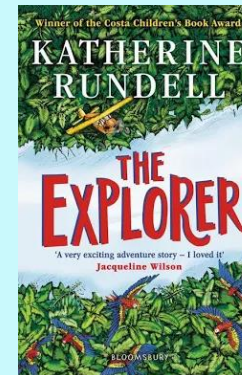
Time travelling with a hamster



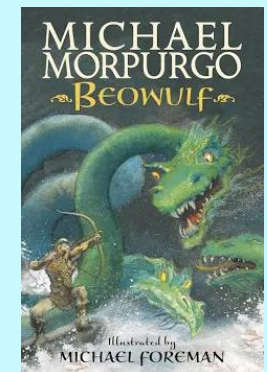
King Arthur and the Knights of the Round table by Marica Williams



The Explorer



Beowulf



NC Objectives for Year 5/6

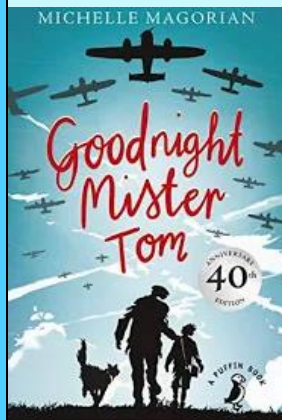
- Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:
 - ✓ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - ✓ reading books that are structured in different ways and 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
- 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

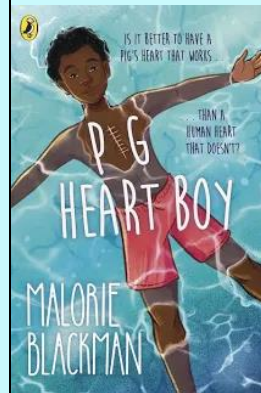
Y6

WCR Texts

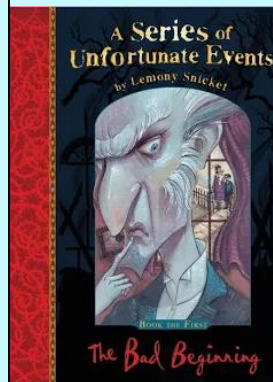
Goodnight Mr Tom
By Michelle Majorian



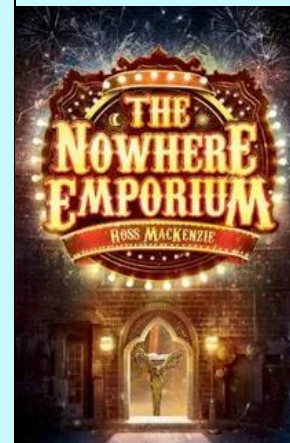
Pig Heart Boy
By Malorie Blackman



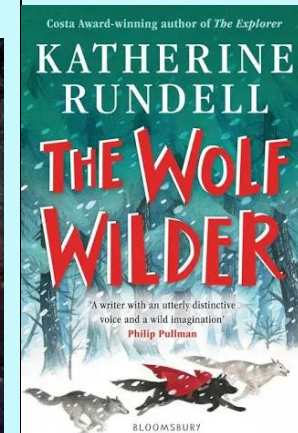
A Series of Unfortunate Events
by Lemony Snicket



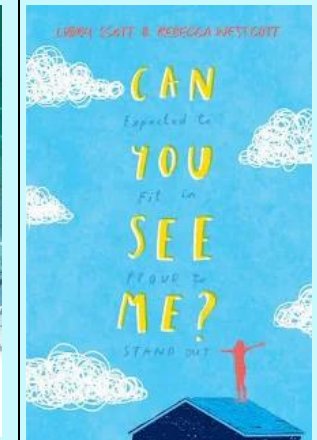
The Nowhere Emporium
by Ross Mackenzie

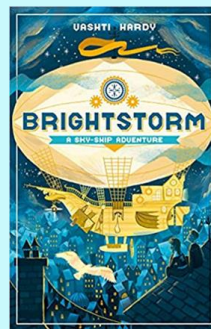
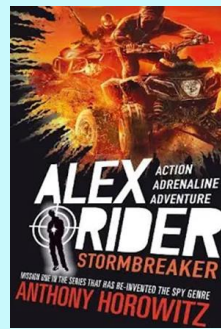


Wolf Wilder
by Katherine Rundell



Can you see me?
By Libby Scott and Rebecca Wescott





- Pupils should be taught to develop 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
- 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