



LITERATURE-LED
CURRICULUM

READING

Curriculum Intent

Spa's reading curriculum aims to equip pupils so that they will:



Gain a **life-long enjoyment** of reading and books;



Read **accurately, fluently, confidently** and with understanding, supporting their subject-specific studies both now and in their secondary education;



Apply a knowledge of **structured synthetic phonics** in order to decode unfamiliar words with increasing accuracy and speed;

Curriculum Intent

Our reading curriculum is centred around six core reading skills. The tables below demonstrate:

- the curriculum end-points for each year group
- how these are sequenced across the year, broken into sequential small-steps

Vocabulary	Inference	Prediction	Explain (authorial intent)	Retrieval	Summarising
------------	-----------	------------	-------------------------------	-----------	-------------

Vocabulary			
Year 3 pupils will:	Year 4 pupils will:	Year 5 pupils will:	Year 6 pupils will:
<p>*use dictionaries to check the meaning of words that they have read</p> <p>*discuss words that capture the readers interest or imagination</p> <p>*identify how language choices help build meaning</p> <p>*find the meaning of new words using substitution within a sentence.</p> <p><i>To do this I must already know...</i></p> <p><i>Alphabetical order in order to use a dictionary or thesaurus. That a dictionary defines words whereas a thesaurus provides synonyms.</i></p> <p><i>I know that different texts have different vocabulary choices</i></p> <p><i>e.g. the difference between fiction and non-fiction.</i></p> <p><i>I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.</i></p>	<p>*using dictionaries to check the meaning of words that they have read</p> <p>*use a thesaurus to find synonyms</p> <p>*discuss why words have been chosen and the effect these have</p> <p>*discuss new and unusual vocabulary and clarify the meaning of these</p> <p>*find the meaning of new words using the context of the sentence.</p> <p><i>To do this I must already know...</i></p> <p><i>Alphabetical order in order to use a dictionary or thesaurus. That a dictionary defines words whereas a thesaurus provides synonyms.</i></p> <p><i>I know that different texts have different vocabulary choices</i></p> <p><i>e.g. the difference between fiction and non-fiction.</i></p> <p><i>I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.</i></p>	<p>*explore the meaning of words in context, confidently using a dictionary</p> <p>*discuss how the author's choice of language impacts the reader</p> <p>*evaluate the authors use of language</p> <p>*investigate alternative word choices that could be made</p> <p>*begin to look at the use of figurative language</p> <p>*use a thesaurus to find synonyms for a larger variety of words</p> <p>*re-write passages using alternative word choices</p> <p>*read around the word' and</p> <p>*explore its meaning in the broader context of a section or paragraph.</p> <p><i>To do this I must already know...</i></p> <p><i>That an author chooses words carefully and that changing these can change the mood of the text.</i></p> <p><i>I begin to know that figurative language includes simile, personification and metaphor. I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.</i></p>	<p>*evaluate how the authors' use of language impacts upon the reader</p> <p>*find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>*discuss how presentation and structure contribute to meaning.</p> <p>*explore the meaning of words in context by 'reading around the word' and independently</p> <p>*explore its meaning in the broader context of a section or paragraph.</p> <p><i>To do this I must already know...</i></p> <p><i>How to use a dictionary, thesaurus and glossary, confidently using alphabetical order.</i></p> <p><i>To evaluate means to think about how well something worked</i></p> <p><i>I know that an author chooses words carefully and that changing these can change the mood of the text.</i></p> <p><i>I know that words have similar or different meanings.</i></p> <p><i>I know that figurative language includes simile, personification, hyperbole and metaphor and I can find these in texts.</i></p>

Inference

Year 3 pupils will:	Year 4 pupils will:	Year 5 pupils will:	Year 6 pupils will:
<p>*children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>*justify inferences by referencing a specific point in the text.</p> <p>*ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>*make inferences about actions or events</p> <p><i>To do this I must already know...</i> <i>That many words convey meaning and that these provide hints or clues about actions or events.</i></p>	<p>*ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <p>*infer characters' feelings, thoughts and motives from their stated actions.</p> <p>*consolidate the skill of justifying them using a specific reference point in the text</p> <p><i>To do this I must already know...</i> <i>That many words convey meaning and that these provide hints or clues about actions or events.</i> <i>That authors often show us rather than explicitly tell us.</i></p>	<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>*make inferences about actions, feelings, events or states</p> <p>*use figurative language to infer meaning</p> <p>*give one or two pieces of evidence to support the point they are making.</p> <p>*begin to draw evidence from more than one place across a text.</p> <p><i>To do this I must already know...</i> <i>That many words convey meaning and that these provide hints or clues about actions or events, including figurative language.</i> <i>That authors often show us rather than explicitly tell us.</i></p>	<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>*discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>*make inferences about events, feelings, states backing these up with evidence.</p> <p>*infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</p> <p><i>To do this I must already know...</i> <i>That words provide hints or clues about actions or events, including figurative language. That I back up inference questions with evidence, sometimes from more than one place in a text.</i> <i>That authors often show us rather than explicitly tell us. That authors choose powerful, meaning laden words to create atmosphere or mood.</i></p>

Prediction

Year 3 pupils will:	Year 4 pupils will:	Year 5 pupils will:	Year 6 pupils will:
<p>*justify predictions using evidence from the text.</p> <p>*use relevant prior knowledge to make predictions and justify them.</p> <p>*use details from the text to form further predictions.</p> <p><i>To do this I must already know...</i></p> <p><i>That stories contain a climax and resolution.</i></p> <p><i>That my knowledge of other texts can help me to make predictions (make links between texts).</i></p> <p><i>That predictions must be justified e.g. I think this because...</i></p>	<p>*justify predictions using evidence from the text.</p> <p>*use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>*monitor these predictions and compare them with the text as they read on</p> <p><i>To do this I must already know...</i></p> <p><i>That I can use my own experiences or evidence from other stories to make predictions,</i></p> <p><i>That my knowledge of other texts can help me to make predictions (make links between texts).</i></p> <p><i>That predictions must be justified e.g. I think this because...</i></p>	<p>*predicting what might happen from details stated and implied</p> <p>*support predictions with relevant evidence from the text.</p> <p>*confirm and modify predictions as they read on.</p> <p><i>To do this I must already know...</i></p> <p><i>That implied means a hint or suggestion in the text.</i></p> <p><i>To use a wide range of evidence to justify my predictions.</i></p> <p><i>That to justify my opinion means to support it with more than one piece of evidence.</i></p> <p><i>That many stories / genre share plot development.</i></p>	<p>*predicting what might happen from details stated and implied</p> <p>*support predictions by using relevant evidence from the text.</p> <p>*confirm and modify predictions in light of new information.</p> <p><i>To do this I must already know...</i></p> <p><i>That implied means a hint or suggestion in the text.</i></p> <p><i>To use a wide range of evidence to justify my predictions.</i></p> <p><i>That to justify my opinion means to support it with more than one piece of evidence.</i></p> <p><i>That many stories / genre share plot development.</i></p>

Explain			
Year 3 pupils will:	Year 4 pupils will:	Year 5 pupils will:	Year 6 pupils will:
<p>*discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>*identifying how language, structure, and presentation contribute to meaning</p> <p>*recognise authorial choices and the purpose of these</p> <p><i>To do this I must already know...</i> <i>That texts are arranged in order to aid meaning.</i> <i>The title, contents page, index, glossary, subheading, captions, diagrams.</i> <i>That the mood is the feeling created by the author.</i> <i>That stories often have messages.</i> <i>That my opinion must be justified with evidence from the text.</i></p>	<p>*discussing words and phrases that capture the reader's interest and imagination</p> <p>*identifying how language, structure, and presentation contribute to meaning</p> <p>*recognise authorial choices and the purpose of these</p> <p><i>To do this I must already know...</i> <i>That texts are arranged in order to aid meaning.</i> <i>The title, contents page, index, glossary, subheading, captions, diagrams.</i> <i>That the mood is the feeling created by the author.</i> <i>That stories often have messages.</i> <i>That a point of view is an author or characters belief.</i> <i>That my opinion must be justified with evidence from the text.</i></p>	<p>*provide increasingly reasoned justification for my views</p> <p>*recommend books for peers in detail</p> <p>*give reasons for authorial choices</p> <p>*begin to challenge points of view</p> <p>*begin to distinguish between fact and opinion</p> <p>*identifying how language, structure and presentation contribute to meaning</p> <p>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>*explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p><i>To do this I must already know...</i> <i>That I need to back up my answer with evidence from the text.</i> <i>That people have different points of view.</i> <i>To listen to differing views and weigh up arguments.</i> <i>That predictions must be justified with more than one piece of evidence e.g. I think this because of... and...</i></p>	<p>*provide increasingly reasoned justification for my views</p> <p>*recommend books for peers in detail</p> <p>*give reasons for authorial choices</p> <p>*begin to challenge points of view</p> <p>*begin to distinguish between fact and opinion</p> <p>*identifying how language, structure and presentation contribute to meaning</p> <p>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>*explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>*distinguish between fact and opinion explaining how they know this.</p> <p><i>To do this I must already know...</i> That I need to back up my answer with evidence from the text or my own opinions / experiences. That people have different points of view. To listen to differing views and weigh up arguments. That predictions must be justified with more than one piece of evidence e.g. I think this because of... and... I know that a fact is a true statement whereas an opinion is a belief which may or may not be true (I have experience of writing <i>fact and opinion</i>).</p>

Retrieval

Year 3 pupils will:	Year 4 pupils will:	Year 5 pupils will:	Year 6 pupils will:
<p>*learn the skill of 'skim and scan' to retrieve details.</p> <p>*begin to use quotations from the text.</p> <p>*retrieve and record information from a fiction text.</p> <p>*retrieve information from a non-fiction text</p> <p><i>To do this I must already know...</i> <i>Where a glossary or index is and where I can locate these. To look back at the text for exact words or phrases.</i> <i>To scan the text for key words.</i></p>	<p>*confidently skim and scan texts to record details,</p> <p>*using relevant quotes to support their answers to questions.</p> <p>*retrieve and record information from a fiction or non-fiction text.</p> <p><i>To do this I must already know...</i> <i>Where a glossary or index is and where I can locate these. To look back at the text for keywords or phrases, these are often in the question.</i> <i>To scan the text for key words.</i></p>	<p>*confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>*use evidence from across larger sections of text</p> <p>*read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>*retrieve, record and present information from non-fiction texts.</p> <p>*ask my own questions and follow a line of enquiry.</p> <p><i>To do this I must already know...</i> <i>How to skim and scan</i> <i>That there are many genre of fiction book, each with their own unique features.</i> <i>Some of the features of the different genre e.g. traditional tales, quest, myths etc.</i> <i>I can use some question stems to ask and answer my own questions.</i></p>	<p>* Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts</p> <p>*Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>*Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>*Ask my own questions and follow a line of enquiry.</p> <p><i>To do this I must already know...</i> <i>That there are many genre of fiction book, each with their own unique features.</i> <i>That non-fiction texts are organized in different ways e.g. fact boxes, captions, diagrams, flow charts.</i> <i>Some of the features of the different genre e.g. traditional tales, quest, myths etc.</i> <i>I can use some question stems to ask and answer my own questions.</i></p>

Summarise

Year 3 pupils will:	Year 4 pupils will:	Year 5 pupils will:	Year 6 pupils will:
<ul style="list-style-type: none"> *identifying main ideas drawn from a key paragraph or page and summarising these *begin to distinguish between the important and less important information in a text. *give a brief verbal summary of a story. *teachers begin to model how to record summary writing. *identify themes from a wide range of books <p><i>To do this I must already know...</i> <i>That a summary is the main point or events of a text.</i> <i>How to retell orally using story maps.</i> <i>How to use time adverbials to sequence key events.</i></p>	<ul style="list-style-type: none"> *use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. *identifying main ideas drawn from more than one paragraph. *identify themes from a wide range of books *summarise whole paragraphs, chapters or texts <p><i>To do this I must already know...</i> <i>That a summary uses only essential words or phrases. How to condense information into key words or sentences (in a nutshell).</i> <i>How to use time adverbials to sequence key events.</i></p>	<ul style="list-style-type: none"> *summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. *make connections between information across the text and include this in an answer. *discuss the themes or conventions from a chapter or text *identify themes across a wide range of writing <p><i>To do this I must already know...</i> <i>That a summary uses only essential words or phrases, including those derived from the text to give an overview. How to condense information into key words or sentences (in a nutshell).</i></p>	<ul style="list-style-type: none"> *summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas *make comparisons across different books. *summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. <p><i>To do this I must already know...</i> <i>That a summary uses only essential words or phrases, including those derived from the text to give an overview. How to condense information into key words or sentences (in a nutshell).</i></p>

Curriculum Sequencing

The above progression of reading skills provides the endpoints for the end of each year. In order to reach those endpoints, we have carefully sequenced the curriculum into small steps, week-by-week. The table below provides the sequence in which the reading curriculum is implemented.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Autumn 1 S - Give a brief verbal summary of a story. P - Use details from the text to form predictions. V - Discuss words that capture the readers interest or imagination. R – Use the skill of ‘skim and scan’ to retrieve details. E/S - Discuss the features of fiction, then sequence 3 events. R - Retrieve and record information from a fiction text. I – Infer characters’ feelings from their stated actions.</p> <p>Autumn 2 E - Discuss the features of reference books. V - Use dictionaries to check the meaning of words that we have read. E - Discuss the features of non-fiction texts. E - Identify how presentation contribute to meaning. E - Discuss the features of poetry. E - Identify how structure contribute to meaning. R - Retrieve information from a non-fiction text.</p>	<p>Spring 1 P - Justify predictions using evidence from the text. I - Infer characters’ thoughts from their stated actions. S - Distinguish between the important and less important information in a text. S - Record summary writing, using models to support. V - Find the meaning of new words using substitution within a sentence. R - Use quotations from the text.</p> <p>Spring 2 P - Use relevant prior knowledge to make predictions and justify them. I - Make inferences about events. S - Identify main ideas drawn from a key paragraph and summarising these. R - Retrieve and record information from a fiction text. V - Identify how language choices help build meaning. E - Identify how language contribute to meaning.</p>	<p>Summer 1 I - Justify inferences by referencing a specific point in the text. R - Use quotations from the text. I - Ask and answer questions appropriately, including some simple inference questions based on characters’ feelings and thoughts. I - Make inferences about actions. I - Infer characters’ motives from their stated actions. S - Identify main ideas drawn from a key page and summarising these.</p> <p>Summer 2 I - Ask questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. S – Sequence events from a text. E - Recognise authorial choices and the purpose of these. S - Identify themes from a wide range of books. E - Discuss the features of plays. Final week – Perform the play</p>			

Year 4	<p>Autumn 1</p> <p>S - Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <p>V - Discuss new vocabulary and clarify the meaning of these.</p> <p>V - Use dictionaries to check the meaning of words that we have read.</p> <p>P - Justify predictions using evidence from the text.</p> <p>R - skim and scan texts to record details,</p> <p>I - Infer characters' feelings from their stated actions.</p> <p>V/E - Discuss words that capture the reader's interest and imagination.</p>	<p>Spring 1</p> <p>V - Find the meaning of new words using the context of the sentence.</p> <p>E - Identify how language contribute to meaning.</p> <p>E – Discuss phrases that capture the reader's interest and imagination.</p> <p>R – Use relevant quotes to support answers to questions.</p> <p>R - Retrieve and record information from a non-fiction text.</p> <p>S - Summarise whole paragraphs.</p>	<p>Summer 1</p> <p>R - Retrieve and record information from a fiction text.</p> <p>I - Consolidate the skill of justifying inferences using a specific reference point in the text.</p> <p>R - Retrieve and record information from a non-fiction text.</p> <p>V - Discuss why words have been chosen and the effect these have.</p> <p>E - Recognise authorial choices and the purpose of these.</p> <p>S – Sequence events, summarise whole chapters.</p>
	<p>Autumn 2</p> <p>R/S - Skim and scan texts to retrieve then sequence.</p> <p>I - Infer characters' thoughts from their stated actions.</p> <p>R - Confidently skim and scan texts to record details,</p> <p>S - Summarise whole paragraphs.</p> <p>V - Discuss unusual vocabulary and clarify the meaning of these.</p> <p>R - Retrieve and record information from poetry.</p> <p>E - Identify how structure contribute to meaning.</p>	<p>Spring 2</p> <p>P -Use relevant prior knowledge as well as details from the text to form predictions and justify them.</p> <p>R - Retrieve and record information from a thesaurus.</p> <p>I - Infer characters' feelings and thoughts from their stated actions.</p> <p>V - Use a thesaurus to find synonyms.</p> <p>P - Monitor these predictions and compare them with the text as they read on.</p> <p>S - Identifying main ideas drawn from more than one paragraph.</p>	<p>Summer 2</p> <p>R - Retrieve and record information from a play.</p> <p>I - Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions).</p> <p>E - Identify how presentation contribute to meaning.</p> <p>S - Identify themes from a wide range of books.</p> <p>I – Make inferences based on characters' feelings, thoughts and motives from a play.</p> <p>Final week – Perform the play</p>


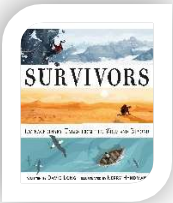
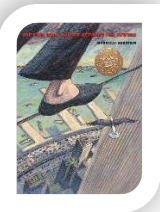

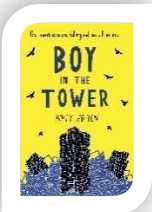

Year 5	<p>Autumn 1</p> <p>V - Explore the meaning of words in context, confidently using a dictionary.</p> <p>R – Retrieve, record and present information from non-fiction texts.</p> <p>V – Investigate alternative word choices (using a thesaurus) that could be made then re-write passages using alternative word choices.</p> <p>P – Predict what might happen from details stated and implied.</p> <p>I - Draw inferences, such as inferring characters’ feelings and thoughts using evidence.</p> <p>E - Provide increasingly reasoned justification for our views.</p> <p>S – Summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas.</p>	<p>Spring 1</p> <p>R – Ask our own questions and follow a line of enquiry.</p> <p>E – To distinguish between fact and opinion.</p> <p>E – To challenge points of view.</p> <p>I – Draw inferences, such as inferring characters’ motives from their actions, and justifying these with evidence.</p> <p>S – Make connections between information across a text identifying key details to summarise the main ideas.</p> <p>I – Use figurative language to infer meaning.</p>	<p>Summer 1</p> <p>P – Support predictions with relevant evidence from the text.</p> <p>I - Draw inferences, such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>R/S - Retrieve information and sequence events from modern fiction.</p> <p>V/E – Evaluate the authors use of language, identifying how language contribute to meaning.</p> <p>S – Discuss the themes or conventions from a chapter or text.</p> <p>P - Confirm and modify predictions as I read on.</p>
	<p>Autumn 2</p> <p>I – Give two pieces of evidence to support inferences.</p> <p>I - Draw evidence from more than one place across a text.</p> <p>V – Read around the word’ and explore its meaning in the broader context of a section or paragraph.</p> <p>E – Explain an understanding of what we have read through debates.</p> <p>E – Recommend books for peers in detail.</p> <p>R - Retrieve and record from a broader range of texts – poetry.</p> <p>S – Summarise the main ideas drawn from more than one page identifying key details to support the main ideas.</p>	<p>Spring 2</p> <p>R/S - Retrieve information and sequence events from a story from another culture.</p> <p>V - Discuss how the author’s choice of language impacts the reader.</p> <p>E – Identify how structure contributes to meaning.</p> <p>E - Identify how presentation contributes to meaning.</p> <p>R – Retrieve and record from a broader range of texts - myths.</p> <p>R - Retrieve and record from a broader range of texts - legends.</p>	<p>Summer 2</p> <p>R - Retrieve and record from a broader range of texts - archaic texts.</p> <p>S - Identify themes across a wide range of writing.</p> <p>V/E – Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>E – Give reasons for authorial choices.</p> <p>R - Retrieve and record from a broader range of texts – play</p> <p>Final week – Perform the play</p>



Year 6	To be confirmed – September 2022
--------	----------------------------------

Literature-Led Curriculum Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
Year 4						
Year 5						

<p>Year 6</p>						
--------------------------	---	---	--	---	---	---