



Bury and Whitefield

JEWISH PRIMARY SCHOOL

English Reading Curriculum Overview

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

Cycle A – Texts

(Bold texts are the main class read whilst others are supportive texts or WCR texts)

Autumn

EYFS	KS1		LKS2	UKS2
			<i>Classics (Dahl)</i>	<i>Myths & Legends</i>
<p style="text-align: center;"><u>Fiction</u></p> <p>Starting School (Alan Alhberg) Funny Bones (Alan Alhberg) The Very Helpful Hedgehog (Rosie Wellesly) Star in the Jar (Sam Hay) Jack Frost (Kazuno (Kohara)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>My Senses (Ruth Owen) The Same but Different (Molly Potter) The Colours Of Us – Haley O’ Connor Saving the Day: Garrett Morgan’s Life-Changing Invention of the Traffic Signal My First Heroes – Black History (Campbell)</p>	<p style="text-align: center;">Year 1</p> <p style="text-align: center;"><i>Non-Fiction</i></p> <p style="text-align: center;">I Am Not a Label (Cerrie Burnell)</p> <p style="text-align: center;">Autumn</p>	<p style="text-align: center;">Year 2</p> <p style="text-align: center;"><i>Picture Books/ Other Cultures</i></p> <p style="text-align: center;"><u>Fiction</u></p> <p>Teddy Robber Room on the Broom Pink is for Boys Mama Panya’s Pancakes Hair Love Hinda’s Surprise</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Gunpowder Plot Story</p>	<p style="text-align: center;">George’s Marvellous Medicine (Roald Dahl)</p> <p style="text-align: center;"><u>Fiction</u></p> <p>Stone Age Boy (Satoshi Kitamura) Alice in Wonderland (Rudyard Kipling) The Car Trip (Michael Rosen) Jack and the Beanstalk <i>Marsha is Magnetic (Beth Ferry)</i></p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Alton Towers (Persuasive Advert) How to Make the Perfect Pancake (Instructions) Earth Shattering Events (Robin Jacobs) The Street Beneath My Feet (Charlotte Guillain & Yuval Zommer)</p>	<p style="text-align: center;">Who Let the Gods Out (Maz Evans)</p> <p style="text-align: center;"><u>Fiction</u></p> <p>Icarus was Ridiculous (Pamela Butchart) ‘In the Beginning’ (myth) Pandora’s Tale (myth) Theseus and the Minotaur (myth)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>The Role of Women in Ancient Grece (Explanation Text)</p>

Spring

EYFS	KS1		LKS2	UKS2
			<i>Other Cultures</i>	<i>Suspense/ Horror</i>
<p style="text-align: center;"><u>Fiction</u></p> <p>The Chinese Zodiac Story Colour Monster (Anna Llenas) Mixed (Arree Cheung) There’s No Such Thing as a Dragon (Jack Kent) The Three Little Pigs Topsy and Tim Go to the Dentist (Jean and Gareth Adamson)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>People Who Help Us (Sue Gray)</p>	<p style="text-align: center;">Year 1</p> <p style="text-align: center;"><i>Picture Books</i></p> <p>A Squash and a Squeeze The Rainbow Fish Where the Forest Meets the Sea What Happened to You? My Must Have Mum</p>	<p style="text-align: center;">Year 2</p> <p style="text-align: center;"><i>Traditional Tales</i></p> <p style="text-align: center;"><u>Fiction</u></p> <p>Three Billy Goats Gruff Jack and the Beanstalk Gingerbread Man</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Samuel Pepys (Diary entry)</p>	<p style="text-align: center;">Stitch Head (Guy Bass)</p> <p style="text-align: center;"><u>Fiction</u></p> <p>Collection of Haikus Marcy and the Riddle of the Sphinx (Joe Todd Stanton)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Weird World of Wonders – Egyptians (Tony Robinson) Chips Everyday Letter (Persuasive Letter)</p>	<p style="text-align: center;">The Graveyard Book (Neil Gaiman)</p> <p style="text-align: center;"><u>Fiction</u></p> <p>Room 13 (Robert Swindells) March of the Spirits (Narrative)</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>The History of Halloween (Information Text) Death Celebrations (non-chronological report)</p>

<p>Clothes Line Clues to Jobs People Do (Kathryn Heling) Why Should I Brush My Teeth? (Katie Daynes)</p>				<p>A Street Through Time(Steve Noon)</p>
Summer				
EYFS	KS1		LKS2 <i>Fantasy</i>	UKS2 <i>Real-Life</i>
<p><u>Fiction</u> The Very Hungry Caterpillar (Eric Carle) Flip Flap Farm (Axel Scheffler) Commotion in the Ocean (Giles Andreae) Pirates Love Underpants (Claire Freedman)</p> <p><u>Non-Fiction</u> One Little Butterfly (Leslie Sims) Me on the Map (Joan Sweeney)</p>	<p style="text-align: center;">Year 1 <i>Fairytales</i></p> <p><u>Fiction</u> Snow White and the Seven Dwarves Stone Soup The Enormous Pancake Cinderella Jim and the Beanstalk Rumaysa</p>	<p style="text-align: center;">Year 2 <i>Fantasy</i></p> <p><u>Fiction</u> How to Find Gold The Pirates Who Lived Next Door Molly Rodgers Pirate Girl Billy and the Pirate</p>	<p style="text-align: center;">How to Train Your Dragon (Cressida Cowell)</p> <p><u>Fiction</u> Werewolf Club Rules! And Other Poems (Joseph Coelho) The Dark (Lemony Snicket)</p> <p><u>Non-Fiction</u> A Coder Like Me (Dr Shini Somara)</p>	<p style="text-align: center;">The Boy at the Back of the Class (Onjali Q. Rauf)</p> <p><u>Fiction</u> Pig Heart Boy (Malorie Blackman)</p> <p><u>Non-Fiction</u> Charles Darwin's: On the Origins of Species (Sabena Radeva)</p>

Cycle B – Texts

(Bold texts are the main class read whilst others are supportive texts or WCR texts)

Autumn

EYFS	KS1		LKS2 <i>Historical</i>	UKS2 <i>Science-Fiction</i>
<p>Starting School (Alan Ahlberg) Leaf Man (Louis Ehert) Owl Babies (Martin Wadell) One Snowy Night (Nick Butterworth) Sparks in the Sky (Twinkl) How to Catch a Star (Oliver Jeffers) Night Animals (Gianna Moreno) Goodnight, Baby Bat! (Debi Gliori)</p> <p align="center"><u>Non-Fiction</u> Great Big Book of Families (Mary Hoffman)</p>	<p align="center"><u>Year 1</u> <i>Non-Fiction</i></p> <p align="center"><u>I Am Not a Label</u> <u>(Cerrie Burnell)</u></p> <p align="center"><u>Autumn</u></p>	<p align="center"><u>Year 2</u> <i>Picture Books/ Other Cultures</i></p> <p align="center"><u>Fiction</u> Hair Love Handa's Surprise Wendy the Witch (Karen Dolby) Fruit Smoothie (Instructions) Remembrance Day Service (Narrative) Fireworks Night (Poem) Great Grandad (Poem) Gareth the Guard (Narrative) A Monster Surprise (Narrative)</p> <p align="center"><u>Non-Fiction</u> Looking after Pets (Information Text)</p>	<p align="center">The Chocolate Tree (Linda Lowery & Richard Keep)</p> <p align="center"><u>Fiction</u> Warrior Viking (Character Description) The Jabberwocky (Narrative Poem)</p> <p align="center"><u>Non-Fiction</u> Argh! There's a skeleton inside you! (Isan Ben-Barak)</p>	<p align="center">Cosmic (Frank Cottrell Boyce)</p> <p align="center"><u>Fiction</u> Orion Lost (Alistair Chisholm) Dragon Song (Personification Poem) Adrift (Narrative) The Island (Narrative)</p> <p align="center"><u>Non-Fiction</u> Dr Helen Sharman (Biography) Chris Hadfield (Biography)</p>

Spring

EYFS	KS1		LKS2 <i>Adventure</i>	UKS2 <i>Fantasy</i>
<p align="center"><u>Fiction</u> All Aboard for the Bobo Road (Stephen Davies) Every Bunny is a Yoga Bunny (Emily Ann Davison) The Something (Rebecca Cobb) What the Ladybird Heard (Julia Donaldson) Topsy and Turvy go the Doctors (Jean Adamson)</p>	<p align="center"><u>Year 1</u> <i>Picture Books</i></p> <p align="center"><u>Fiction</u> A Squash and a Squeeze The Rainbow Fish Where the Forest Meets the Sea What Happened to You? My Must Have Mum</p>	<p align="center"><u>Year 2</u> <i>Traditional Tales</i></p> <p align="center"><u>Fiction</u> Hansel and Gretel Little Red Riding Hood Three Little Pigs Rumpelstiltskin The Emperor's New Clothes</p>	<p align="center">Kensuke's Kingdom (Michael Morpurgo)</p> <p align="center"><u>Fiction</u> The Sound Collector (Roger McGough) The Magic Box (Kit Wright)</p> <p align="center"><u>Non-Fiction</u> The Speed of Starlight (Colin Stuart) Illuminatomy (Kate Davies)</p>	<p align="center">The House with Chicken Legs (Sophie Anderson)</p> <p align="center"><u>Fiction</u> Nevermoor (Jessica Townsend) From a Railway Carriage (Robert Louis Stevenson) Beowulf (Myth)</p> <p align="center"><u>Non-Fiction</u> How to Car for an Owl (Non-Chronological Report)</p>

<p><u>Non-Fiction</u> Africa (Vallepur and Shalini) Kindness Starts with You at School (Jacquelyn Stagg) This is How We Keep Healthy (DK) Which Food will You Choose? (Claire Potter) Firefighters (Mary Meinking) Kindness is My Superpower (Olivia Ortego)</p>		<p><u>Non-Fiction</u> Fidget Spinners (Non-Chronological Report) Neil Armstrong (Maria Isabel Sanchez Vegara)</p>		<p>The Witch's Defence (Non-fiction Monologue)</p>
Summer				
EYFS	KS1		LSK2 <i>Animal</i>	UKS2 <i>WW2/ Classics (Shakespeare)</i>
<p><u>Fiction</u> The Tiny Seed (Eric Carle) Jack and the Beanstalk Tidy (Emily Gravett) The Odd Fish (Naomi Jones) Michael Recycle (Ellie Bethell and Ellie Patterson)</p> <p><u>Non-Fiction</u> From a Tiny Seed to a Mighty Tree (Ruth Owen) A Coder Like Me (Dr Shini Somara)</p>	<p>Year 1 <i>Fairytales</i></p> <p><u>Fiction</u> Rapunzel Sleeping Beauty Jack and the Beanstalk The Enormous Pancake Cinderella Jim and the Beanstalk Rumaysa</p>	<p>Year 2 <i>Fantasy</i></p> <p><u>Fiction</u> How to Find Gold Pirates Love Underpants The Pirates Who Lived Next Door Molly Rodgers Pirate Girl Billy and the Pirate The Colour Monster (Anna Llenas)</p>	<p>Varjak Paw (S.F. Said)</p> <p><u>Fiction</u> Beowulf (Kennings Poem)</p> <p><u>Non-Fiction</u> Animal Atlas (Ingela P Arrhenius)</p>	<p>Macbeth (William Shakespeare)</p> <p><u>Fiction</u> When the Sky Falls (Phil Earle) Windrush Child (Benjamin Zephaniah)</p> <p><u>Non-Fiction</u> World War I- The Aftermath (Information Text) The Blitz (Information Text) William Shakespear (Biography) Amazing Rivers (Julie Vosburgh Agone)</p>

In EYFS and KS1, numerous books will be explored – all of which will link to their topic/ genre for the term – whilst, in KS2, classes will have one core text and may have a secondary supportive text. These texts will be used to highlight the features of that term's genre and will link in with the writing text types. Texts will also support reading across the curriculum and support learning in other subjects

Alongside these, children in Years 1 – 6 will be exposed to a range of texts in their whole class reading sessions. These will be planned to match our wider world events, writing sequence, other areas of the curriculum or further support that term's genre focus. During whole class reading sessions, children will learn different reading skills based on the Reading Vipers:

Reading Vipers

Vocabulary

Children are taught to draw upon knowledge of word meanings in order to understand the text. This may also include finding and explaining the meaning of words in the context of what they have read. These conversations are a great way to discover which words children know and fill gaps in this knowledge, expanding their own repertoire of vocabulary. For older children, you could show them how to use a dictionary or the internet to find definitions. 'Vocabulary' questions might include finding alternative words or discussing which words are the most effective in an extract.

Example Questions

- What does _____ mean?
- Can you tell me another word that means _____?
- Which word tells you that the character is angry?
- Which word tells us something bad is about to happen?
- Which word in this section do you think is the most effective in building the suspense?

Infer

To infer is to find meaning that is not made explicit in the text. Children will use their understanding of a wide range of prior experiences to make sense of events in what they see and read. As children get more confident, they should start to increasingly back these inferences up with evidence from the text. They may paraphrase or even directly quote to justify what they think.

Example Questions

- Why was the character feeling happy?
- Why did the character run away?

- What kind of person is ____? How does the author show that?
- How can you tell the animal is in pain?
- How can you tell this house has not been looked after?
- How is the character feeling? How do you know that?
- What impression do you get of this setting?

Predict

Children are encouraged to predict what they think might happen based on the events so far and details that are implied in the text. The emphasis here is not to necessarily be right – if all books were predictable, that could become very dull – but to engage with the plot and actively think about where the journey of the story might go.

Example Questions

- Look at the cover. What do you think this book will be about?
- What do you think will happen next? What makes you think this?
- Do you think they will be successful in their quest? Why / why not?
- How do you think the character is going to react? Why do you think that?
- Look at the chapter title. What do you think might happen?

Explain

Children are encouraged to explain their preferences, thoughts and opinions about a text. As they get more confident, children should also be able to explain themes and patterns across a text as well as why authors have made certain choices and the impact of these on the overall effect of the writing.

Example Questions

- Who is your favourite character? Why?
- Would you like to live in this setting? Why / why not?
- Is there anything you would change about this story?
- How does the author build up the tension here?
- Why do you think the author doesn't name the villain yet?
- Why has the text been arranged in this way?

Retrieve

This skill concerns finding and recording information located in the text. It tends to cover some of the more straightforward and closed questions that don't require as much inference (often beginning with who, what, when and where). However, the challenge can lie in children having to skim back over large quantities of text. You can support your child by helping them to narrow down sections to search and scan for key words that will help them look for the information they need.

Example Questions

- In what year did the astronauts land on the moon?
- What did the parents decide to name their baby?
- Who was the first character to climb on the boat?
- Give an example of one of the grandmother's warnings.
- Where did the squirrel hide the food?
- What were the three things Bob was asked to pack?

Sequence (KS1)/ Summarise (KS2)

Children are taught to recap the events of a narrative and put them in order (sequence) or sum them up (summarise). This can be an effective way to remind children of the story so far in a longer text or to build familiarity with a shorter book or traditional tale. For younger children, the ability to retell a well-known story from their head is an important step in their development and will give them the foundation on which to build their own stories later on.

Example Questions

- How did the story start?
- What happened next?
- Number these events 1 – 5.
- Can you summarise the story so far?
- What happened in the story so far?
- How has the character's life changed throughout this book?

**Phonics
(Rocket Phonics)**

Autumn

EYFS		KS1	
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Environmental Sound Discrimination • Body Percussion • Instrumental Sound Discrimination • Rhythm and Rhyme 	<ul style="list-style-type: none"> • Set 1 Sounds – Alphabet • Pink Tricky Words 	<ul style="list-style-type: none"> • Set 1 Alternative Sounds • Set 2 Alternative Sounds • Blue Tricky Words 	<ul style="list-style-type: none"> • Set 2 Alternative Sounds • Green Tricky Words • Orange Tricky Words

Spring

EYFS		KS1	
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Rhythm and Rhyme • Alliteration • Voice Sounds 	<ul style="list-style-type: none"> • Set 1 Sounds – Alphabet • Set 1 Sounds – Consonants & Vowel Digraphs • Red Tricky Words 	<ul style="list-style-type: none"> • Set 2 Alternative Sounds • Blue Tricky Words • Green Tricky Words 	<ul style="list-style-type: none"> • Set 2 Alternative Sounds • Orange Tricky Words

Summer

EYFS		KS1	
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Oral Blending and Segmenting • Introduction to Rocket Phonics 	<ul style="list-style-type: none"> • Set 1 Sounds – Vowel Digraphs & Trigraphs • Set 1 Sounds – Alternative Sounds • Yellow Tricky Words • Blue Tricky Words 	<ul style="list-style-type: none"> • Set 2 Alternative Sounds • Orange Tricky Words 	<ul style="list-style-type: none"> • Set 3 Sounds • Homophones and Suffixes • Turquoise Tricky Words