


Nursery			Class Poetry Book 
Term 1	Term 2	Term 3	
Texts to reflect our own experiences and familiar cultures...	Texts to take us beyond our own experience...	Texts to take us beyond our familiar cultures...	
Writing Focus Texts			
<p>Fantastic 4</p> <p>Happy to be Me by Emma Dodd</p> <p>Pete the Cat - I love my white shoes- Eric Litwin</p> <p>Wow said the Owl - Tim Hopgood</p> <p>Tap the Magic Tree - Christie Matheson</p>	<p>Fantastic 4</p> <p>I can Fly - Fifi Kuo</p> <p>Bear Snores On - Karma Wilson and Jane Chapman</p> <p>Monkey and Me - Emily Gravett</p> <p>Dear Zoo - Rod Campbell</p>	<p>Fantastic 4</p> <p>Daisy and the Egg - Jane Simmons</p> <p>I Went Walking - Sue Williams</p> <p>Jaspers Beanstalk - Nick Butterworth and Mick Inkpen</p> <p>Lulu Loves Flowers - Anna McQuinn</p>	
Reading Focus Texts - Talk Through Stories			
<p>1. Owl Babies</p> <p>2. Five Minutes Peace</p> <p>3. Winnie the Witch</p>	<p>1. Lost and Found</p> <p>2. Supertato</p> <p>3. Aliens Love Underpants</p>	<p>1. Click, Clack, Moo</p> <p>2. Farmer Duck</p> <p>3. Handa's Hen</p>	
Fantastic 5 for Songs/Rhymes			
(To be repeated across the year at regular intervals and children to be very familiar with these by the end of the year			
<p>1. Incy Wincy Spider</p> <p>2. Row, Row, Row your boat</p> <p>3. 10 Little Fingers, 10 Little Toes</p> <p>4. The Grand Old Duke of York</p> <p>5. If You're Happy and You Know it Clap Your Hands</p>			

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EYFS Curriculum Reading River



Maths

Pete the Cat and His 4 Groovy Buttons
A Pair of Socks
How to Count to One



Physical

The Frog Olympics



Personal, Social and Emotional Development

The Christmas Story
Golden Dames and Silver Lanterns
8 Nights 8 Lights
Busy Eid



Understand of the World

Ducks and Ducklings
Floating and Sinking
Watch the Bean Grow
Busy Bear Cubs
Busy Elephants
A Zebra's Day



Expressive Arts and Design

Little People Big Dreams - Various
Brilliant Recycling Project Book
1-2-3 of Art

Knowledge and Skills covered - EYFS Framework

Birth - 3 years

3-4 years

Some pupils may still be consolidating these objectives:

- Enjoy songs and rhymes, tuning in and paying attention.

- Understand the five key concepts about print:
- - print has meaning

- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and responds to the pictures or the words.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

- - print can have different purposes
- - we read English text from left to right and from top to bottom
- - the names of the different parts of a book
- - page sequencing
- Develop their phonological awareness, so that they can:
- - spot and suggest rhymes
- - count or clap syllables in a word
- - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.


Letters and Sound Phonics and Read Write Inc.

Begin Fred talk games

Fred talk games
Introduce RWI letter cards (picture side) - Set 1
Letters and Sounds Phase 1
Rhyme and Alliteration

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Reception		Class Poetry Book 
<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...	<u>Term 2</u> Texts to take us beyond our own experience...	<u>Term 3</u> Texts to take us beyond our familiar cultures...
Writing Focus Texts		
<p>Fantastic 4</p> <p>The friendship bench by Wendy Meddour Amazing by Steve Antony</p> <p>The Little Red Hen</p> <p>The leaf thief by Alice Hemming</p>	<p>Fantastic 4</p> <p>The storm whale in winter by Benji Davies</p> <p>Hello Penguin! National Geographic Kid</p> <p>The elephant's umbrella by Laleh Jaffari Lions National Geographic kids</p>	<p>Fantastic 4</p> <p>The woolly bear caterpillar by Julia Donaldson</p> <p>Somebody Swallowed Stanley by Sarah Roberts</p> <p>Look what I found at the seaside by Moira Butterfield</p> <p>Seed to Plant - National Geographic</p>
Reading Focus Texts - Talk Through Stories		
<p>1. The Squirrels who Squabbled</p> <p>2. Elmer</p> <p>3. Ruby's Worry</p>	<p>1. Where the Wild things Are</p> <p>2. The Koala Who Could</p> <p>3. One Snowy Night</p>	<p>1. Rainbow Fish</p> <p>2. Tiddler</p> <p>3. A Little Bit Brave</p>
<p><u>Fantastic 5 for Songs/Rhymes</u></p> <p>(To be repeated across the year at regular intervals and children to be very familiar with these by the end of the year)</p>		
<p>1. Heads, Shoulders, Knees and Toes</p> <p>2. London's Burning</p> <p>3. The Farmer's in His Den</p>		

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4. There was a Princess Long Ago
5. 10 Green Bottles

EYFS Curriculum Reading River



Maths

Handa's Surprise
Anno's Counting Book



Physical

When I grow Up - Sporting Heroes



Personal, Social and Emotional Development

8 Nights 8 Lights
Inside the Mosque
1-2-3 of Art



Understand of the World

Hello Penguin
Lions: National Geographic Kids
Things with Wings
Caterpillar to Butterfly
Neil Armstrong
National Geographic Kids - Various



Expressive Arts and Design

Little People Big Dreams - Various
Brilliant Recycling Project Book
Busy Eid

Set 1 Sounds and Blending

Ditties

Red

Green/ Purple

Set 1 Speed Sound Lesson

Group A

- Teach Set 1 Sounds

Ditty Speed

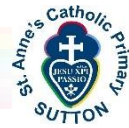
Sound Lesson •

Teach Set 1
Special Friends

- Quickly review Set 1 Sounds (reading)

- Teach Set 2 Sounds and corresponding Phonics Green Words
- Review Set 1 and previously taught Set 2 Phonics Green Words
- Nonsense words

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<ul style="list-style-type: none">• Teach Word Time 1.1- 1.3 words - learning to blend• Spell using Fred Fingers • Fred Talk.• Read most Set 1 single-letter sounds.			<ul style="list-style-type: none">• Teach Word Time 1.5-1.6• Review Word Time 1.1-1.4• Nonsense words (3 sound words)• Spell using Fred Fingers. • Read all Set 1 Sounds speedily, including Special Friends• Read Word Time 1.6 words with Fred Talk• Read 3 sound nonsense words with Fred Talk.	<ul style="list-style-type: none">• Teach Word Time 1.6-1.7 (4 and 5 sound words) • Review Word Time 1.1-1.5• Nonsense words (3 and 4 sound words)• Spell using Fred fingers.• Read Word Time 1.6-1.7 (4 and 5 sounds) Phonics Green Words with Fred Talk• Read 3 and 4 sounds nonsense words with Fred Talk.	<ul style="list-style-type: none">• Spell using Fred Fingers• Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily• Read these sounds in Phonics Green and nonsense words with Fred Talk• Read Word Time 1.6 and 1.7 speedily	
m, a, s, d, t	m, a, s, d, t, i, n, g, o	m, a, s, d, t, i, n, g, o, c, k, u, b			Set 2 Sounds ay ee igh ow oo oo (u) ar or air ir ou oy	
Word time 1.1	Word time 1.2	Word time 1.3				
at mat mad sad dad sat	in on it an and pin pat got dog sit tip pan gap dig top	bed met get bin cat cot can kit mud up cup bad				
Group B						
<ul style="list-style-type: none">• Teach gaps in Set 1 single-letter sounds						

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<ul style="list-style-type: none"> • Teach Word Time 1.1- 1.4 - learning to blend • Spell using Fred Fingers • Fred Talk. • Read most Set 1 single-letter sounds • Blend sounds into words orally. 			<p>too zoo mood pool stool moon spoon</p>	<p>took look shook cook foot book</p>
<p>m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh Word time 1.4</p>	<p>m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk Word time 1.6</p>	<p>m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk, Word time 1.7</p>		
<p>fan fun fat lip log let had hit hen ship shop fish Group C</p> <ul style="list-style-type: none"> • Teach gaps in Set 1 single-letter sounds • Teach Word Time 1.1-1.5 - learning to blend / blending independently • Spell using Fred Fingers • Fred Talk. • Read all Set 1 single-letter sounds speedily • Read Word Time 1.1-1.5 words 	<p>thin thick this zag zip chin chop chat quiz fox box fix six sing bang thing wing</p>	<p>bell well huff mess think blob brat drip send dress frog gran stamp strop stand ticket robin</p>		

<p>m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w</p> <p>Word time 1.5</p> <p>red run rat jog jet jam vet yap yes yet yum web win wish wet sock</p>				
EYFS Framework Knowledge and Skills Covered				
3-4 years		Reception		
<p><i>Some pupils may still be consolidating these objectives:</i></p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. 		<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 		

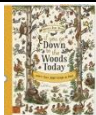
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<ul style="list-style-type: none">• Write some letters accurately.		
Early Learning Goal - Comprehension	Early Learning Goal - Word Reading	Early Learning Goal - Writing
<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Anticipate (where appropriate) key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.

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Year 1			Class Poetry Book 
<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...	<u>Term 2</u> Texts to take us beyond our own experience...	<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Poetry Week	Poetry Week	Poetry Week	
Starlight Starbright - Traditional	A little seed	Caribbean Playground Song - James Berry	
FANTASTIC 5 The Train Ride - June Crebbin The Queen's Hat - Steve Antony Gingerbread Man Little Red Riding Hood Last Stop on Market Street - Matt de la Pena	FANTASTIC 5 Man on the Moon (A day in the life of Bob) - Simon Bartaram The Way Back Home - Oliver Jeffers Beegu - Alexis Deacon Bog Baby - Jeanne Willis Bears don't Read - Emma Chichester Clark	FANTASTIC 5 The Highway Rat - Julia Donaldson Snail and the Whale - Julia Donaldson Zog and the Flying Doctors - Julia Donaldson The Magic Paintbrush - Julia Donaldson Quill Soup - Alan Durrant	
Reading Focus Texts - Talk Through Stories			
1. Room on the Broom 2. Me and My Monster 3. On the Way Home	1. The Bear and the Piano 2. Max and the Tag Along Moon 3. Hugless Douglas	1. Zog 2. Stick Man 3. There's a Snake in My School	

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KSI Curriculum Reading River

				Today and Long Ago Transport	The Great Fire of London Houses then and Now		From Curry to Rice Make Your Own Monster	Is it a Fruit Pasta
	From Seedling to Tree I take care of My Dog Baby Animals Shells Animal Feet A Look at Pets A Planet Full of Plastic	Look Out Minibeasts About Things that Sting Wild Weather Freaky Fish Bug Buzz Season Swap Fish National Geographic: Ocean Animals					Robots Using a Computer	Emails Home
				Caring for Our World Amelia Earhart: Little People Big Dreams			Usborne Atlas of Britain and Ireland	
				World Instruments How Music Is Made Musician: Vanessa-Mae			Training like an Athlete Pedal Power	

Key Grammatical Vocabulary

letter, capital letter, word, singular, plural, sentence
punctuation, full stop, question mark, exclamation mark

Knowledge and skills covered

Word Reading Y1 End Points

Apply phonic knowledge and skills as the route to decode words.

- Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read many common exception words from (English appendix 1)
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending
- Read other words of more than one syllable that contain taught GPCs

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- Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words
- Re-read phonically decodable books to build up fluency and confidence in word reading

RWI Purple	RWI Pink	RWI Orange	RWI Yellow				RWI Blue
<ul style="list-style-type: none"> • Teach Set 2 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 Phonics Green Words • Nonsense words • Spell using Fred Fingers • Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read Word Time 1.6 and 1.7 speedily 	<ul style="list-style-type: none"> • Teach remaining Set 2 Sounds and corresponding Phonics Green Words (ar or air ir ou oy) • Once confident, teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 Phonics Green Words • Nonsense words • Spell using Fred Fingers • Read the last six Set 2 Sounds (ar, or, air, ir, ou, oy) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read Word Time 1.6-1.7 and first six Set2 Sounds in Phonics Green Words speedily. 	<ul style="list-style-type: none"> Set 3 Speed Sound Lesson • Teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers (focus on Set 2 Words) • Read Set 2 Sounds 	<ul style="list-style-type: none"> Set 3 Speed Sound Lesson • Teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers. Read first five Set 3 Sounds (a-e, ea, i-e, o-e, ue) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read a passage at 60-70 words per minute, attempting intonation. 				<ul style="list-style-type: none"> Set 3 Speed Sound Lesson • Teach/review Set 3 Sounds and corresponding Phonics Green Words • Review Set 1, Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers, support correct grapheme choices.
			ea	oi	ae	ie	
			tea clean dream seat scream please	join coin choice voice noise	cake make bake name same late date	line nice smile wide hide like mine	
			oe	ue	Aw	Are	
			home hope ose spoke note rope stole	tune rude June huge dude mule	saw raw law dawn straw	care dare share flare	

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				in nonsense wordswith Fred Talk • Read Word Time 1.6-1.7 a			yawn claw	square scare		
					Ur	Er	Ow	Ai		
					burn turn burp hurl slurp hurt	over better never after supper letter	howl down gown brown town	paid snail tail drain chain train		
Set 2 Sounds ay ee igh ow oo oo (u) ar or air ir ou oy		Set 2 Sounds ay ee igh ow oo oo (u) ar or air ir ou oy				oa	Er	ire	ear	
ay	ee	Ar	Or		oak toad road toast loaf coat	new flew crew drew blew grew	fire hire wire bonfire inspire	ear hear dear fear year near		
spray play day way may say	see three been green seen sleep	car bar star park smart start sharp spark	sort short worn horse sport snort fork		ure	Tion	cious/tious			
Igh	ow	Air	Ir		picture mixture creature future adventure	celebration conversatio n tradition attention congratulation	delicious suspicious vicious precious scrumptious ferocious			
high light night bright	blow snow slow know	fair stair hair lair chair	girl bird third whirl twirl dirt							

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fright might	flow glow						
Oo	oo (u)	Ou	Oy				
too zoo mood pool stool moon spoon	took look shook cook foot book	out shout loud mouth round found	toy boy enjoy joy loyal				
		Set 3 Sounds ea oi oe ie oe ue aw are ur er ow ai oa ew ire ear ure tion tious/cious					

Comprehension Y1 End Points

- Read age-appropriate books with some fluency (show some awareness for punctuation when reading)
- Skimming and scanning (You Choose)
- Find and Point to... (visuals/words)
- Teaching pupils to infer/ justify their answers through scaffolded / modelled answer stems using both pictures and texts (I think ___ because)
- Beginning to develop an understanding for true/ false through a variety of questions (within English and across the curriculum)
- Beginning to sequence events through modelled responses
- Guided retrieval activities using question stems from the KSI curriculum
- Pupils begin to develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.
- Pupils apply their knowledge of taught phonic skills in shared and independent reading.

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Year 2		Class Poetry Book
		 
		Y2b Y2a
<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...	<u>Term 2</u> Texts to take us beyond our own experience...	<u>Term 3</u> Texts to take us beyond our familiar cultures...
Poetry Week	Poetry Week	Poetry Week
Bubbles - James Carter	Hurt no living things - Christiana Rosetti	Revolting Rhymes- Roald Dahl
FANTASTIC 5 Goldilocks and Just the One Bear - Leigh Hodgkinson Dog Loves Fairytales - Louise Yates Pretty Biscuit Bear - Mini Grey Mr Wolf's Pancakes - Jane Fearnley Just Because - Rebecca Elliot	FANTASTIC 5 George and the Dragon - Christopher Wormell Stardust - Jeanne Willis Toys in Soace - Mini Grey The Disgusting Sandwich The Day the Crayons Quit - Oliver Jeffers	FANTASTIC 5 My Name is not Refugee- Kate Milner Lila and the Secret of Rain- David Conway Meerkat Mail- Emily Gravett Letters from Africa - UCLAN Amazing Grace - Mary Hoffman
Longer Class Text: The Owl Who Was Afraid of the Dark - Jill Tomlinson	Longer Class Text: The Hodgeheg- Dick King Smith	Longer Class Texts: The Giraffe, the Pelly and Me - Roald Dahl The Twits - Roald Dahl
Reading Focus Texts - Talk Through Stories		
1. Scarecrow's Wedding 2. The Owl Who Was Afraid of the Dark 3. Six Dinner Sid 4. The Invisible	1. George and the Dragon 2. Billy and the Dragon 3. The Giant Jam Sandwich 4. Ravi's Roar	5. Anna Hibiscus 6. The Extraordinary Gardener 7. The Slightly Annoying Elephant 8. Dogger

St. Anne's Reading Curriculum 2025-2026



KSI Curriculum Reading River

				Today and Long Ago Transport	The Great Fire of London Houses then and Now		From Curry to Rice Make Your Own Monster	Is it a Fruit Pasta
	From Seedling to Tree I take care of My Dog Baby Animals Shells Animal Feet A Look at Pets A Planet Full of Plastic	Look Out Minibeasts About Things that Sting Wild Weather Freaky Fish Bug Buzz Season Swap Fish National Geographic: Ocean Animals					Robots Using a Computer	Emails Home
				Caring for Our World Amelia Earhart: Little People Big Dreams			Usborne Atlas of Britain and Ireland	
				World Instruments How Music Is Made Musician: Vanessa-Mae			Training like an Athlete Pedal Power	

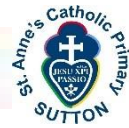
Key Grammatical Vocabulary

noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma

Knowledge and Skills Covered

Half Term 1 RWI Grey	Half Terms 2-6 Year 2 Reciprocal Reading Texts - Language and Literacy Books 1-2
Set 3 Speed Sound Lesson • Review Set 1, Set 2 and Set 3 Sounds and	Word Reading Y2 Endpoints: <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes

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corresponding
Phonics Green
Words

- Nonsense Words
- Spell using Fred
Fingers, support
correct grapheme
choices
- Read all Set 3
Sounds in
nonsense words
with Fred Talk
- Read multisyllabic
Phonics Green
Words speedily
- Read a passage
at 80-90+ words
per minute with
intonation that
shows
comprehension.

- Recognise alternative sounds for graphemes
- Read accurately words of two or more syllables that contain graphemes taught so far
- Read words containing common suffixes
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding
- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading

Comprehension Y2 End Points:

- Maintain fluency whilst reading age-appropriate books at speed (showing awareness of the function of punctuation when reading, some intonation)
- 'Find and point' skimming and scanning is developed to 'Find and Copy' where children can identify writer's choice of language demonstrating an understanding of writer/ reader relationship. (through pictures and texts)
- Pupils develop their skills to infer/ justify their opinion as the texts presented display more complex plots.
- Over the academic year, pupils independently summarise the general gist of what they are reading in various forms.
- Pupils develop stamina and resilience (persevere with all texts) reading longer age-appropriate texts with fluency.
- Pupils display and demonstrate (verbally first and later in a written form) a greater understanding of inference
- Pupils develop a deeper understanding of a wider range of vocabulary.











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- Pupils begin to understand how texts are presented and can follow the text (sub headings, title, captions) Pupils develop retrieval skills where questions increase in difficulty (word substitutions)*











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Year 3				Class Poetry Book	
<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Poetry Week		Poetry Week		Poetry Week	
Alligator Problem - Michael Rosen		Our Flat - Michael Rosen		Seeker - Rachel Rooney	
FANTASTIC 5 Star in the Jar - Sam Hay Pea and the Princess-Lauren Child The True Story of the Three Little Pigs -Jon Scieszka After the Fall - Dan Santat The Adventures of the Dish and the Spoon - Mini Grey		FANTASTIC 5 The Incredible Book Eating Boy - Oliver Jeffers Stone Age Boy- Satoshi Kitamura Tin Forest - Helen Ward The Thing - Simon Puttock Mr Bunny's Chocolate Factory - Elys Dolan		FANTASTIC 5 Jamal's Journey- Michael Foreman Azzi in Between- Sarah Garland The Proudest Blue - Ibtihaj Muhammed The Invisible - Tom Percival Scaredy Squirrel - Melanie Watt	
Year 3 Reciprocal Reading Texts					
<u>Half Term 1:</u> Language and Literacy - Book 3		<u>Half Term 3:</u> Half Term 3: Charlotte's Web		<u>Half Term 5:</u> Half Term 5: Number 1 Car Spotter - Atinuke	
		 Glorious Mud	 Glorious Mud	 Extracts from children's recipe books	 Extracts from: Music and How it works: The complete Guide for Kids
<u>Half Term 2:</u> Language and Literacy - Book 3		<u>Half Term 4:</u> Half Term 4: Fortunately the Milk - Neil Gaiman		<u>Half Term 6:</u> Half Term 6: Charlie Small Journal - Gorilla City	
 Extracts from	 Extracts from	 Extracts from		 Ice Maker Ice Breaker	 Extracts from Kid Artists

St. Anne's Reading Curriculum 2025-2026










Stone, Bronze and Iron Age		The Usborne Book of World Religions		Rome and Romans		Goldilocks (A Hashtag Cautionary Tale)						
Longer Class Texts: Aesop's Fables The House at Pooh Corner - A.A. Milne				Longer Class Text: Fortunately the Milk - Neil Gaiman The Abominables - Eva Ibbotson				Longer Class Texts: Charlie Small Journal - Gorilla City Number 1 Car Spotter - Atinuke				
Lower KS2 Curriculum Reading												
	The Usborne Book of World Religions				Sport Then and Now				The Inventions of Thomas Edison			
	How Does Water Change Glorious Mud Ice Maker, Ice Breaker		Magnets Where do all the Puddles Go? What's Inside Me?		Kid Artists				Goldilocks (A Hashtag Cautionary Tale)			
					Little People Big Dreams: Bold Women in Black History				Poles Apart Wonders of the World		Environmental Disasters The Seven Continents	
					Music and How it works: The complete Guide for Kids				Street Beneath My Feet Rome and Romans (Time Traveller) Stone, Bronze and Iron Age			
Key Grammatical Vocabulary												
determiner, pronoun, possessive pronoun, adverbial												
Knowledge and Skills Covered												
<u>Word Reading Y3 end points:</u> <ul style="list-style-type: none">Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).												
<u>Comprehension Y3 endpoints</u> <ul style="list-style-type: none">Read age-appropriate books fluently and accurately using intonationPupils show stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.												



- Over the academic year, pupils develop a more controlled skill of summarising the gist of what they have read (verbally and in the written form).
- As the demand of text increases, pupils are challenged to discuss the meaning of words within texts.
- Teachers scaffold frames to support pupils to find evidence to support their points (using Impression/ Evidence through PE, PE)
- Pupils develop a stronger understanding of the need to be precise with their answers.
- Pupils are encouraged and guided to compare what they have read to previous texts and justify these similarities and differences.
- Pupils further develop their understanding of true and false and display this across the curriculum.
- Texts chosen support pupils to further develop prediction skills (based on what is stated/implied)
- Pupils further develop their understanding of the writer/ reader relationship and this begins to show in their own writing
- Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen.
- Pupils develop an understanding of how texts are presented and can follow the text (sub headings, title, captions)







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Year 4				Class Poetry Book	
					
<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Poetry Week		Poetry Week		Poetry Week	
Please Do Not Feed the Animals - Robert Hull		The Slithermondchowchuck - Aoife Mannix		Bush Fire - Jackie Kay	
FANTASTIC 5 The Wolf's Story - Toby Forward Voices in the Park - Anthony Browne Blackberry Blue - Jamila Gavin Dogs Don't Do Ballet - Anna Kemp I Go Quiet - David Ollimet		FANTASTIC 5 Theseus and the Minotaur - Hugh Lupton Wolves in the Walls - Neil Gaiman The Great Choco-Plot - Chris Callaghan The Lost thing - Shaun Tan The Whale- Ethan and Vita Murrow		FANTASTIC 5 The Whistling Monster - Stories from around the World - Jamila Gavin Greta and the Giants - Zoe Tucker The Lost Book of Adventure The Promise - Nicola Davies Cinnamon- Neil Gaiman	
Longer Class Texts: Cool - Michael Morpurgo Bill's New Frock		Longer Class Text: How to Train your Dragon - Cressida Cowell Emil and the Detectives - Erich Castner		Longer Class Texts: Oranges in No Mans Land - Elizabeth Laird World's Worst Children - David Walliams	
Year 4 Reciprocal Reading Texts					
<u>Half Term 1:</u> Cool - Michael Morpurgo		<u>Half Term 3:</u> Emil and the Detectives - Erich Castner		<u>Half Term 5:</u> Oranges in No Man's Land - Elizabeth Laird	
 Sport Then and Now	 Little People Big Dreams: Bold Women in Black History	 How does Water Change Magnets	 Environmental Disasters	 The Inventions of Thomas Edison	 Extracts from: Music and How it works: The complete Guide for Kids

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Half Term 2: Bill's New Frock - Anne Fine		Half Term 4: Charlie and The Chocolate Factory		Half Term 6: World's Worst Children	
	Extracts from Stone, Bronze and Iron Age		Extracts from Rome and Romans		Extracts from National Geographic Animals
	Extracts from The Usborne Book of World Religions		Goldilocks (A Hashtag Cautionary Tale)		Extracts from Kid Artists

Lower KS2 Curriculum Reading							
	The Usborne Book of World Religions			Sport Then and Now		The Inventions of Thomas Edison	
	How Does Water Change Glorious Mud Ice Maker, Ice Breaker	Magnets Where do all the Puddles Go? What's Inside Me?		Kid Artists		Goldilocks (A Hashtag Cautionary Tale)	
				Little People Big Dreams: Bold Women in Black History		Poles Apart Wonders of the World	Environmental Disasters The Seven Continents
				Music and How it works: The complete Guide for Kids		Street Beneath My Feet Rome and Romans (Time Traveller) Stone, Bronze and Iron Age	
Key Grammatical Vocabulary							
determiner, pronoun, possessive pronoun, adverbial							
Knowledge and Skills Covered							
<u>Word Reading Y4 End Points:</u>							
















- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)
- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)

Comprehension Y4 End Points

- Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)
- Pupils apply a more controlled skill of summarising the gist of what they have read (verbally and in the written form).
- As the demand of text increases, pupils are challenged to discuss the meaning of words within texts.
- Pupils are able to find evidence to support their points (using Impression/ Evidence through PE, PE)
- Pupils' answers precision.
- Pupils are able to compare what they have read to previous texts and justify these similarities and differences.
- Pupils apply an understanding of true and false and display this across the curriculum.
- Texts chosen support pupils to further develop prediction skills (based on what is stated/implied)
- Pupils' writing displays an understanding of the writer/ reader relationship
- Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen
- Pupils begin to compare and contrast the content of a text and can track characters throughout.
- Pupils understand how texts are organised and can discuss features of texts with confidence.











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Year 5				Class Poetry Book 	
<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Poetry Week		Poetry Week		Poetry Week	
Autumn Gilt - Valerie Bloom		The Jabberwocky - Lewis Carroll		The Tyger - William Blake	
FANTASTIC 5 Farther - Graeme Baker-Smith The River - Allesandro Sanna Faery Tales - Carol Ann Duffy How to Heal a Broken Wing - Bob Graham Jack and the Baked Bean Stalk - Colin Stimpson		FANTASTIC 5 How to Live forever - Colin Thomson Gorilla - Anthony Browne Varmints - Helen Ward The Man who Walked Between the Towers - Mordicai Gerstein Can I build Another Me? - Shinsuke Yoshitake		FANTASTIC 5 Town is by the Sea - Joanne Shwartz Teacup - Rebecca Young The Barnabus Project - Eric Fan Nelson Mandela: Long Walk to Freedom A Different Pond - Bao Phi	
Longer Class Texts: The Boy at the Back of the Class - Onjali Q. Rauf Cosmic - Frank Cotrill-Boyce		Longer Class Text: The Nowhere Emporium - Ross The Explorers - Katherine Rundell		Longer Class Texts: No Ballet Shoes in Syria - Catherine Brunton Rebound - Kwame Alexander	
Year 5 Reciprocal Reading Texts					
<u>Half Term 1:</u> The Boy at the Back of the Class - Onjali Q. Rauf		<u>Half Term 3:</u> The Nowhere Emporium - Ross McKenzie		<u>Half Term 5:</u> No Ballet Shoes in Syria - Catherine Brunton	
 Current newspaper articles about sporting events	 Extracts from I am Not a Label	 Extracts from Dr Maggie's Grand Tour of the Solar System	 National Geographic article - Rainforest / Climate Change	 Extracts from Timelines of Everything	 Elton John (Little People Big Dreams)
<u>Half Term 2:</u> Cosmic - Frank Cotrill Boyce		<u>Half Term 4:</u> The Explorers - Katherine Rundell		<u>Half Term 6:</u> Rebound - Kwame Alexander	
 Extracts from	 Extracts from	 Extracts from	 Staying Safe Online	 National Geographic Animals	 Extracts from We are Artists

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A History of the World in 25 cities	Religion Around the World	A Kids Life in Ancient Greece			
Upper KS2 Curriculum Reading					
	Religion around the world		Current newspaper articles about sporting events or famous sports people		Various Recipe Books
	National Geographic: Night Sky Dr Maggie's Grand Tour of the Solar System Living in Space		Elton John (Little People, BIG DREAMS)		100 Things to Know About Numbers, Computers & Coding Staying Safe Online
	We are Artists		I am not a label Stand Up and Stand Out Timelines from Black History		National Geographic article - Rainforest / Climate Change The Incredible Ecosystems of Planet Earth
					The Diary of Anne Frank (Excerpts) Timelines of Everything A History of the World in 25 Cities Greek Myths A Kids Life in Ancient Greece
Key Grammatical Vocabulary					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					
Knowledge and Skills Covered					
<u>Word Reading Y5 End Points</u> <ul style="list-style-type: none"> Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling 					
<u>Comprehension Y5 End Points</u> <ul style="list-style-type: none"> Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation) Pupils' verbal and written responses to questions display precision and an awareness of understanding the expectations of the question. Pupils can discuss the difference between fact and opinion across a range of texts (including the wider curriculum) Pupils can summarise with ease across more than one paragraph and can express their opinion of what they have read (with reference to the text where appropriate) 					













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- Pupils can apply their retrieval skills across a wide range of age-appropriate children's literature.
- Pupils select evidence from the text with ease and precision when justifying their opinions.
- Pupils are confident when verbally challenging each other discussing themes that emerge from high-quality texts.
- Pupils understand how more demanding texts are organised and can discuss features of texts with confidence.











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Year 6				Class Poetry Book	
Term 1		Term 2		Term 3	
Texts to reflect our own experiences and familiar cultures...		Texts to take us beyond our own experience...		Texts to take us beyond our familiar cultures...	
Poetry Week		Poetry Week		Poetry Week	
Comet - Kate Wakeling		Song of the Witches from Macbeth - William Shakespeare		Windrush Child - John Agard	
FANTASTIC 5 Hansel and Gretel - Neil Gaiman The Princess Blankets - Carol Ann Duffy The Sleeper and the Spindle - Carol Ann Duffy My Princess Boy - Cheryl Kilodavis The Small Things - Mel Tregunning		FANTASTIC 5 Shackleton's Journey The Viewer - Gary Crew The Mysteries of Harris Burdick Last - Nicola Davies Curiosity: The Story of a Mars Rover - Markus Motum		FANTASTIC 5 The Island - Armin Greder Saving the Butterfly - Helen Cooper Yuri Swims - Julie Abery Wolves - Emily Gravett The Bird Within Me- Sarah Lunberg	
Longer Class Texts: Holes - Louis Sachar Wonder - R J Palacio		Longer Class Text: A Monster Calls - Patrick Ness The Rooftoppers - Katherine Rundell		Longer Class Texts: Kick - Mitch Johnson I am Malala- Malala - Youssefazi	
Year 6 Reciprocal Reading Texts					
Half Term 1: Holes - Louis Sachar		Half Term 3: Once - Morris Gleitzman		Half Term 5: Kick - Mitch Johnson	
 Current newspaper articles about sporting events	 Stand Up Stand Out Timelines in Black History	 National Geographic: Night Sky	 National Geographic article - Rainforest / Climate Change	 Extracts from Recipe Books	 Biography of Elton John
Half Term 2: Wonder - R J Palacio		Half Term 4: Rooftoppers - Katherine Rundell		Half Term 6: I Am Malala - Malala Youssefazi	
 A History of the World in 25 cities	 Religion Around the World	 Greek Myths			 We are Artists

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			100 things to know about computers and coding	The Incredible Ecosystems of Planet Earth	
Upper KS2 Curriculum Reading					
	Religion around the world		Current newspaper articles about sporting events or famous sports people		Various Recipe Books
	National Geographic: Night Sky Dr Maggie's Grand Tour of the Solar System Living in Space		Elton John (Little People, BIG DREAMS)		100 Things to Know About Numbers, Computers & Coding Staying Safe Online
	We are Artists		I am not a label Stand Up and Stand Out Timelines from Black History		The Diary of Anne Frank (Excerpts) Timelines of Everything A History of the World in 25 Cities Greek Myths A Kids Life in Ancient Greece
	National Geographic article - Rainforest / Climate Change The Incredible Ecosystems of Planet Earth				
Key Grammatical Vocabulary					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
Knowledge and Skills Covered					
<u>Word Reading Y6 End Points</u> <ul style="list-style-type: none">Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling					
<u>Comprehension Y6 End Points</u> <ul style="list-style-type: none">Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)Pupils in year 6 apply what they have learned to more complex writing - specifically texts that they may not ordinarily choose to read.Texts chosen deliberately generate more 'meaty' discussions where pupils can debate contemporary issues.Pupils demonstrate independence when researching - showing a real understanding of reading.					

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- Pupils demonstrate retrieval skills across the curriculum at the same standard as in English sessions.
- Pupils compare and contrast characters, settings and themes in a verbal and written form with conscious control over their responses.
- Pupils support their reading responses with an understanding for the technical terms that an author uses. In turn, children can use what they have read in their writing.
- Pupils select evidence with ease to justify their opinions when faced with an inference activity.
- Pupils demonstrate agility when reading across various different forms of texts and are not fazed by longer extracts.
- Pupils summarise quickly and develop an opinion of what they have read. They are prepared to challenge their peers with justified responses.
- Pupils can comment on how narrative content and non-fiction content are organised and discuss reasons for this.