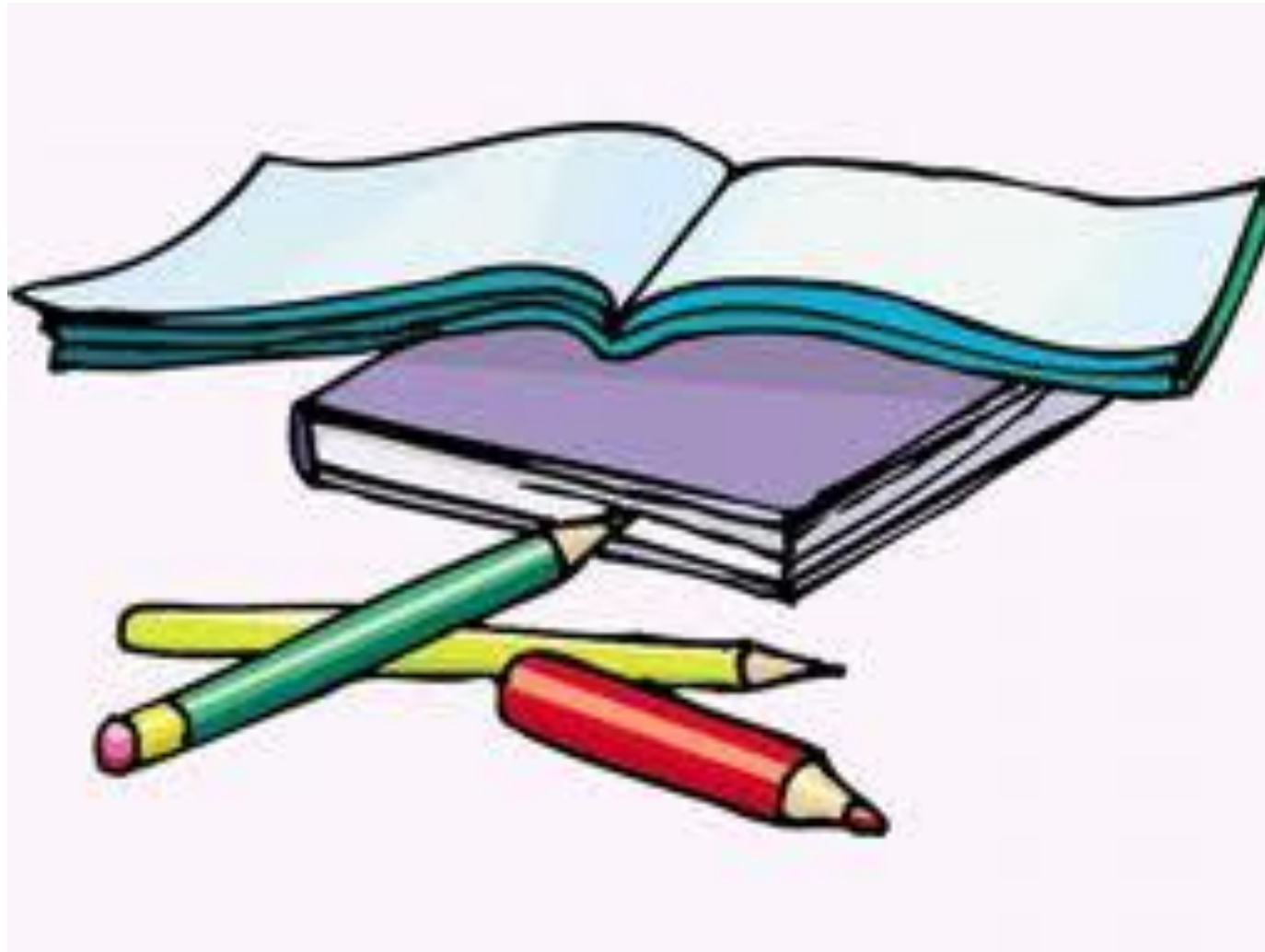




Curriculum Reading - Whole School





Reading Rationale

At Wilbraham Primary School we are proud of our diverse and multicultural population. We celebrate these differences, whilst also acknowledging the challenges that they may bring. We want every child to be able to communicate their ideas, knowledge and emotions through their speaking and writing, debate and high-quality texts of all genres and media, we immerse children in vocabulary-rich environments.

English skills, both spoken and written, are taught across the curriculum incorporating the use of metacognitive learning strategies to ensure that they become embedded. Research provides the foundation for our curriculum.

We recognise the significance in spoken language for all learners, but especially for those who do not speak English as their first language. We believe that this underpins the development of reading and writing. Therefore, we provide opportunities for children to engage in conversation and debate and participate in drama activities from EYFS right up to Year 6. We are also working with Voice 21 to fully embed an oracy-based curriculum throughout.

While it is essential that children leave school being able to read fluently and with confidence, we also aim to encourage a lifelong love of reading. We follow a systematic phonics programme with the aim of developing both decoding and comprehension skills. We follow Read Write Inc for this. We are also dedicated to raising the status of 'reading for pleasure' amongst all children and staff.

Our progressive and consistent curriculum gives children the opportunity to build upon their skills and learning year upon year.

The wider school community is vital to us, and we work hard to build links with families, so they can understand and enhance the English skills taught in school.



Curriculum Map

Reading - Nursery

EYFS- Nursery

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Good to be me!	Let's celebrate	Cold places /frozen/winter	Hot places	Nursery had a farm	Come outside
Planning around a quality text: <i>To be chosen following children's interests.</i>	 	 	 	 		
Linked texts	<ul style="list-style-type: none"> ○ We're Going to the Doctors - <i>Big Steps</i> ○ Busy Kittens - <i>Jon Schindel</i> ○ Hands are not for hitting ○ I'm starting nursery 	<ul style="list-style-type: none"> ○ Owl Babies - <i>Martin Waddell</i> ○ Ready Rabbit - <i>Fiona Robertson</i> ○ Rama and Sita ○ In the forest - <i>NF</i> 	<ul style="list-style-type: none"> ○ We are going on a bear hunt ○ One winters day ○ Bear wants more ○ Brown bear brown bear ○ Postman bear 	<ul style="list-style-type: none"> ○ Walking through the jungle ○ Elephants ○ Go tell it to the toucan ○ Not me said the monkey 	<ul style="list-style-type: none"> ○ The odd egg ○ On the farm ○ Farmyard hullabaloo 	<ul style="list-style-type: none"> ○ Ten seeds ○ Olivers vegetables ○ Jack and the beanstalk



Curriculum Map Reading - Nursery

EYFS- Nursery






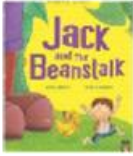




Autumn	Spring	Summer
Learning Priorities:		
<p>Phase 1 Phonics / Reading</p> <ul style="list-style-type: none"> ▪ Begin to develop phonological awareness <ul style="list-style-type: none"> ⇒ Join in with Phase 1 activities, aspects 1 to 6 <ul style="list-style-type: none"> - Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion - Rhythm and rhyme: begin to develop awareness of words that sound the same - Alliterative activities, begin to identify words starting with the same phoneme within names - Explore and copy different voice sounds ▪ Begin to understand some of the five key concepts about print: <ul style="list-style-type: none"> ⇒ Handle books carefully & correctly ⇒ Name some book parts ... <i>front cover, back cover, page, title</i> ⇒ Print has meaning □ familiar logos □ environmental labels with photograph ⇒ Understand print is read left to right . ▪ <i>Enjoy sharing a book with an adult</i> <ul style="list-style-type: none"> ⇒ One to one ⇒ Small group time <p style="margin-left: 150px;">} Fiction and } non-fiction</p> <ul style="list-style-type: none"> ▪ Begin to read own name with visual support 	<p>Phase 1 Phonics / Reading</p> <ul style="list-style-type: none"> ▪ Continue to develop phonological awareness <ul style="list-style-type: none"> ⇒ Join in with P1 activities, aspects 1 to 7 <ul style="list-style-type: none"> - Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion - Rhythm and rhyme: develop awareness of words that sound the same - Tune into alliterative words, begin to identify / hear some initial phonemes in words - Explore and begin to talk about different voice sounds - Begin to participate in oral blending/segmenting activities - Clap syllables in own name ▪ Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary ▪ Continue to develop an understand the five key concepts about print: <ul style="list-style-type: none"> ⇒ Handle books carefully & correctly ⇒ Name some book parts <i>title / blurb</i> ⇒ Print has meaning – recognise some new logos ⇒ Begin to understand what a word / letter is ... <i>letter / word</i> ⇒ Follow print left to right and begin to use 1:1 correspondence ⇒ Know where to start reading ... <i>first</i> ▪ Read own name without visual support 	<p>Phase 1 Phonics / Reading</p> <ul style="list-style-type: none"> ▪ Develop phonological awareness <ul style="list-style-type: none"> ⇒ Join in with P1 activities, aspects 1 to 7 <ul style="list-style-type: none"> - Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion - Talk about rhyming words and begin to create rhyming strings - Hear and say initial sounds in words - Explore and talk about different voice sounds, enunciating some phoneme correctly - Participate in oral blending/segmenting activities - Clap syllables in words ▪ Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary ▪ Use the five key concepts about print: <ul style="list-style-type: none"> ⇒ Identify a word in a sentence and understand it carries meaning ⇒ Identify a letter in a word ⇒ Name parts of book and show awareness of page number ... <i>page number</i> ⇒ Continue to develop understanding of word / letter ⇒ Follow print, know it is read from top to bottom & use 1:1 correspondence ▪ Read own name in a variety of fonts/context



Curriculum Map

Reading - Reception

EYFS- Reception

Area of Learning	Autumn 1 Friendship	Autumn 2 Celebrations	Spring 1 Around the World	Spring 2 Growing	Summer 1 Under the Sea	Summer 2 Dragons
Other Possible Themes	Settling In Family Our Community	Fire/Firefighters Diwali Bonfire Night	Arctic Animals Transport	Planting/Gardening Spring	Looking after Oceans Sharks Mermaids Holidays	Dinosaurs Transition Traditional Tales
Planning around a quality text:		 	 		 	 
Linked texts	<ul style="list-style-type: none"> We all have Different Families- Melissa Higgins All are Welcome- Alexandra Penfold Mixed- Arree Chung The Colour Monster- Anna Llenas 	<ul style="list-style-type: none"> It's Not a Stick- Antoinette Portis Diwali- Nancy Dickmann Bonfire Night- Nancy Dickmann The Nativity Story 	<ul style="list-style-type: none"> We Love Chinese New Year- Saviour Pirotta and Camilla Lloyd 	<ul style="list-style-type: none"> The Tiny Seed- Eric Carle The Extraordinary Gardener- Sam Boughton What can you see in Spring? Sian Smith 	<ul style="list-style-type: none"> The Rainbow Fish- Marcus Pfister Tiddler- Julia Donaldson The Singing Mermaid- Julia Donaldson Barry the Fish with Fingers- Sue Hendra 	<ul style="list-style-type: none"> The Three Little Pigs Little Red Riding Hood Goldilocks and the Three Bears



Curriculum Map Reading - Reception

EYFS- Reception

Autumn	Spring	Summer
Learning Priorities:		
<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> • Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. <ul style="list-style-type: none"> ⇒ Recall key events ... <i>event</i> ⇒ Talk about main characters... <i>character, beginning, middle, end</i> • Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • <i>Understand the five key concepts about print, with a focus on</i> <ul style="list-style-type: none"> ⇒ <i>Left to right</i> ⇒ <i>1-1 correspondence ... word, letter, first / last</i> • <i>Continue to develop P1 phonological awareness, focusing on</i> <ul style="list-style-type: none"> ▪ Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... <i>blending, segmenting</i> 	<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> • Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i> <ul style="list-style-type: none"> ⇒ Retell story in small world / role play (in correct sequence) ...<i>beginning, middle, end, set</i> ⇒ Take on role of character using some story language ⇒ Talk about likes and dislikes of texts, rhymes and poems ⇒ Choose a book and begin to explain why ...<i>because</i> • Begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • <i>Continue to develop P1 phonological awareness, focusing on</i> <ul style="list-style-type: none"> ⇒ Oral blending and segmenting 	<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> • <i>Continue to develop P1 phonological awareness</i> <ul style="list-style-type: none"> ⇒ Oral blending and segmenting • Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...<i>sequence</i> • 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"> ⇒ Begin to notice some relationships between one text and another ⇒ Begin to comment on perceived links with own life experience or other experiences, e.g. <i>films, books</i> • Say the sound for each letter of the alphabet and for at least 10 digraphs
<p>Phonics: Children will be assessed at the end of September and placed in a phonics group to match their ability. They then follow RWI at their own pace throughout the year. Children are assessed frequently and regrouped if necessary.</p>		



Curriculum Map Reading - Y1

Year 1	Autumn 1	Autumn 2	Spring 1-	Spring 2	Summer 1	Summer 2
<p>Reading focus (themed book box)</p> <p>4 narrative</p> <p>1 non-fiction</p> <p>1 poetry</p>	<p>Settling in</p> <p>Hair Love </p> <p>Happy to be Me</p> <p>All our welcome</p> <p>Colour Monster </p> <p>The great big book of families</p>	<p>Changes (aut, Christmas, animals that hibernate)</p> <p>Gruffalo </p> <p>Gruffalo's child</p> <p>Bear Snores on </p>	<p>Fairy Tales</p> <p>Three little pigs</p> <p>Gingerbread man </p> <p>Goldilocks</p> <p>LRRH </p> <p>Jack and the Beanstalk</p>	<p>Ocean</p> <p>Storm Whale trilogy </p> <p>Snail and the Whale</p> <p>Someone swallowed Stanley</p> <p>Rainbow Fish</p> <p>Tiddler</p> <p>Fantastic Fish</p>	<p>Fruit</p> <p>Handa's Surprise</p> <p>Kitchen Disco </p> <p>The very hungry caterpillar</p> <p>Orange Pear, Apple Bear</p> <p>Supertato</p> <p>Fussy Freda</p>	<p>New Adventures / Animals</p> <p>Monkey and Me</p> <p>Little Why</p> <p>Elephants</p> <p>Walking through the jungle </p>

All verbally and practically this year. They are introduced into the DERICs.



Curriculum Map

Reading - Y1

Year 1	Autumn 1	Autumn 2	Spring 1-	Spring 2	Summer 1	Summer 2
Writing Driver Texts	<p>Incredible You</p>  <p>Mouse House John Burningham</p> 	<p>Lost and Found Oliver Jeffers</p>  <p>Poems Aloud Joseph Coelho</p> 	<p>Little Red Riding Hood</p>  <p>Three Billy Goats Gruff</p> 		<p>Grandma Bird Benji Davies</p> 	<p>Big Book of Birds</p> 



Curriculum Map Reading - Y2

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading focus</p>	<p>Concepts of print and unpicking how to retrieve using pictures and words.</p> <p>A variety of picture books (one per lesson to keep them engaged and expose them to lots of familiar British traditional texts)</p> <p>Supertato We're going on a Bear Hunt</p> <p>Tiger Who Came to Tea</p>  <p>Way home for wolf (2 weeks)</p> <p>I want my hat Back (3 weeks)</p>	<p>Hat Trilogy books (inference focus)</p>  <p>RfP- triangle square, circle (sharer for RfP practically)</p> 	<p>Non Chron- Funny Bums and Freaky Beaks</p>  <p>Narrative- Patan's pumpkin</p>  <p>Top- Flat Stanley</p> <p>Middle- The Dark</p> <p>Bottom- Duck, Wolf, Mouse</p> <p>ASSESSMENT</p>	<p>Fairy Tale- classics</p>  <p>Poetry- A little acorn...selection (buy the books)</p> 	<p>The Tunnel</p>  <p>Into the Forest</p>  <p>Non Chron- linked to GFOL as no new information</p>	<p>Top- Pugs of the Frozen North</p> <p>Middle- Game on Super Rabbit Boy</p> <p>Bottom- Game on Super Rabbit Boy</p> <p>Non-Chron- Big Book of Why</p>  <p>ASSESSMENT (SATS and Twinkl)</p>

In grey should be evidenced in books, the others will be done practically.



Curriculum Map

Reading - Y2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Driver Texts	<p>Meerkat Mail Emily Gravett</p>  <p>LOOK UP</p> 	<p>Where the Wild Things Are Maurice Sendak</p> <p>WHERE THE WILD THINGS ARE</p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p> <p>Somebody Swallowed Stanley</p> 	<p>The Enormous Turnip</p> 	<p>Big Book of Blooms</p>  <p>The Little Raindrop</p> 	<p>Journey Aaron Becker</p>  <p>Owl Who was Afraid of the Dark</p> <p>Jill Tomlinson</p> 	<p>Red in the City</p>  <p>Inside the Villains</p> 



Curriculum Map

Reading - Y3

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading focus	<p>Fiction Proudest Blue by S.K. Ali and Ibtihaj Muhammad</p>  <p>Word Collector by Peter H Reynolds</p>  <p>Diary of a Big Bad Wolf by Ben Miller.</p> 	<p>Fiction Aesop's Fables by Michael Morpurgo</p>  <p>First Drawing by Mordicai Gerstein</p>  <p>Poetry Selfies with Komodos by Brian Moses</p> 	<p>Fiction The Boy who Grew Dragons by Andy Shepherd</p>  <p>Non-fiction The Street Beneath by Feet by Charlotte Guillain</p> 	<p>Fiction Leon and the Place Between by Angela McAllister</p>  <p>Poetry An Emotional Menagerie by Rachel Saunders and Alain de Botton</p> 	<p>Fiction KrindleKrax by Philip Ridley</p>  <p>Non-fiction Queens of the Jungle by Carly Anne York</p> 	<p>Fiction Marcy and the Riddle of the Sphinx by Joe-Todd Stanton</p>  <p>Non-fiction Totally Chaotic History: Ancient Egypt Gets Unruly! By Greg Jenner</p> 



Curriculum Map

Reading - Y3

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Driver Texts</p>	<p>The Tin Forest by Helen Ward</p>  <p>Diary of a Big Bad Wolf by Ben Miller.</p> 	<p>The Day the Crayons Quit by Drew Daywalt (Summer 1)</p>  <p>Aesop's Fables by Michael Morpurgo</p> 	<p>Tell Me a Dragon by Jackie Morris</p>  <p>The Boy who Grew Dragons by Andy Shepherd</p> 	<p>Until I met Dudley by Roger McGough</p>  <p>The Dragon Machine by Helen Ward</p>  <p>An Emotional Menagerie by Rachel Saunders and Alain de Botton</p> 	<p>Leon and the Place Between by Angela McAllister</p>  <p>A range of stories about online safety (Autumn 2)</p>   	<p>Marcy and the Riddle of the Sphinx by Joe-Todd Stanton</p>  <p>Totally Chaotic History: Ancient Egypt Gets Unruly! By Greg Jenner</p> 



Curriculum Map Reading - Y4

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading focus	<p>Fiction The Breakfast Club Adventures - The Ghoul in the School by Marcus Rashford</p>  <p>Poetry Werewolf Club Rules by Joseph Coelho</p>  <p>Non-fiction A range of encyclopedias</p> 	<p>Fiction Leo and the Gorgon's Curse by Joe-Todd Stanton</p>  <p>Fiction Ancient Myths 16 Book Boxset Collection by Geraldine McCaughrean</p> 	<p>Fiction There's a Boy in the Girls' Bathroom by Louis Sachar</p>  <p>Poetry Welcome to Wild Town by AF Harrold and Dom Conlon</p> 	<p>Fiction Test Trouble by Serena Patel</p>  <p>Non-fiction A Drop in the Ocean by Jacqui Bailey</p> 	<p>Fiction Interdimensional explorers by Lorraine Gregory</p>  <p>Poetry Quick, Let's Get Out of Here by Michael Rosen and Quentin Blake</p> 	<p>Fiction Queen of Darkness by Tony Bradman</p>  <p>Non-fiction We Are the Romans: Meet the People Behind the History</p> 



Curriculum Map Reading- Overview Y4

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Driver Texts	<p>George's Marvellous Medicine and Matilda by Roald Dahl</p>  <p>The Works poetry collection by Paul Cookson</p>  <p>A range of encyclopedias</p> 	<p>Ancient Myths 16 Book Box set Collection by Geraldine McCaughrean</p> 	<p>George's Marvellous Medicine by Roald Dahl</p>  <p>Llamas can't cook by Sarah Walden</p> 	<p>There's a Boy in the Girls' Bathroom by Louis Sachar</p>  <p>The Accidental Diary of B.U.G by Jen Carney</p>  <p>A Drop in the Ocean by Jacqui Bailey</p> 	<p>Quick, Let's Get Out of Here by Michael Rosen and Quentin Blake</p> 	<p>Queen of Darkness by Tony Bradman</p> 

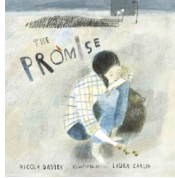









Curriculum Map Reading - Y5

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading focus	<p>Fiction Beowulf by Michael Morpurgo</p>  <p>Poetry Rhythm and Poetry by Karl Nova</p> 	<p>Fiction The Infinite Lives of Maisie Day by Christopher Edge</p>  <p>Non-Fiction Why Money Matters by Deborah Meaden</p> 	<p>Non-fiction Against the Odds: by Alistair Humphreys</p>  <p>Poetry A range of poems to support comprehension of them</p> <p>Fiction Rabbits by Shaun Tan and Varmints by Helen Ward</p>  	<p>Fiction Lunar by Chris Bradford</p>  <p>Non-Fiction Space : a children's encyclopaedia by DK</p> 	<p>Fiction Boy in the Tower by Polly Ho-Yen</p>  <p>Non-Fiction Slow Down by Rachel Williams</p> 	<p>Fiction Viking Boy by Tony Bradman</p>  <p>Poetry Our Earth is a Poem by various poets</p> 



Curriculum Map Reading - Y5

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Driver Texts	<p>The Promise by Nicola Davies</p>  <p>Beowulf by Michael Morpurgo</p> 	<p>The character Strikes back by Tom Palmer</p> <p>Why Money Matters by Deborah Meaden</p> 	<p>Against the Odds: by Alistair Humphreys</p>  <p>The Teacher Pleaser</p> 	<p>Ruin video on Literacy Shed</p> 	<p>Boy in the Tower by Polly Ho-Yen</p>  <p>Lunar by Chris Bradford</p>  <p>Space Encyclopedia by DK</p> 	<p>Our Earth is a Poem by various poets</p> 



Curriculum Map Reading - Y6

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading focus	<p>Non-fiction Shackleton's Journey by William Grill</p>  <p>Fiction Windrush Boy by Benjamin Zephaniah</p> 	<p>Fiction The Last Bear by Hannah Gold</p>  <p>Non-Fiction The Circulatory Story by Mark K. Corcoran</p> 	<p>Fiction Varjak Paw by SF Said</p>  <p>Non-Fiction Little Big People Big Dreams - David Attenborough, Tenzig Norgay and Mae Jemison</p> 	<p>Fiction Clockwork by Philip Pullman</p>  <p>Poetry Find Peace in a Poem by various poets</p>  <p>Fiction A range of books linked to supporting mental health</p>	<p>Fiction Skellig by David Almond</p> 	<p>Fiction Poetry The Final Year by Matt Goodfellow</p>  <p>The First Year by Matt Goodfellow</p> 

Curriculum Map

Reading - Y6

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Driver Texts</p>	<p>Shackleton's Journey by William Grill</p>  <p>Survivors by David Long</p> 	<p>Texts to help write biased arguments</p>    <p>The Circulatory Story by Mark K. Corcoran</p> 	<p>Greenling by Levi Pinfold</p> 	<p>Clockwork by Philip Pullman</p>   <p>Coraline by Neil Gaiman</p> <p>Poems and Stories linked to mental health</p>   	<p>The Lion and Albert by Marriot Edgar</p> 	<p>Boy, Everywhere by A.M Dassu</p> 



Fluency Rationale



At Wilbraham Primary School we teach all the skills of fluency in our reading lessons. However, each half term we have a spotlight on a skill to ensure that it is taught explicitly and allow the children time to practice and embed each skill into their own reading.

We start by unpicking the relevant punctuation for their ages and we discuss what this means in terms of being a fluent reader. Then we move on to reading in phrases. This means that we show the children how to read from one piece of punctuation to the next and how this helps us build meaning throughout the text. Then we look at adding in the appropriate pace, expression and intonation. Finally, in the Summer term we look at Readers' Theatre where the children will have the opportunity to use all these skills to perform a short play script.



Curriculum Map



Fluency Curriculum Map

	Aut 1 Using punctuation as a guide	Aut 2 Reading in phrases (highlighting phrases) Echo Reading	Spr 1 Reading with an appropriate pace	Spr 2 Reading with expression	Sum 1 Reading with intonation	Sum 2 Reading for performance
EYFS	Simple Q and A jokes What do you call...? Why did the ...?	Nursery rhymes	Nursery rhyme with different speeds	Simple words and use emojis to say in different ways	Boom chicka boom or similar songs / chants in different voices	Learning simple sentences off by heart and reciting to the class
Year 1	Knock, knock jokes or simple Q&A jokes	Nursery rhymes	Tongue twisters	Simple words and use emojis to say in different ways	Boom chicka boom or similar songs / chants in different voices	Play script - The Three Billy Goats Gruff 
Year 2	Knock, knock jokes or simple Q&A jokes	Choose short texts with punctuation they know	Tongue twisters	Simple sentences and use emojis to say in different ways	Boom chicka boom or similar songs / chants in different voices	Play script - The Boy Who Cried Wolf 



Curriculum Map


Fluency Curriculum Map

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Using punctuation as a guide	Reading in phrases (highlighting phrases) Echo Reading	Reading with an appropriate pace	Reading with expression	Reading with intonation	Reading for performance (readers' theatre approach)
Year 3	Play script / poem	Choose short texts with punctuation they know	Tongue twisters Short rap poem	Sentences and use emojis to say in different ways	Choose a phrase and change the stress on each word - how is the meaning changed? Choose speech from a class story to practice - Krindlekrax where Elvis winds up the teacher.	Play scripts - The Magic Twig 
Year 4	Play script / poem	Choose short texts with punctuation they know	Tongue twisters Short rap poem	Text with speech - highlight how the character should say it	Choose a phrase and change the stress on each word - how is the meaning changed? Choose speech from a class story to practice	Play scripts - All Gone! 



Curriculum Map

Fluency Curriculum Map

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Using punctuation as a guide	Reading in phrases (highlighting phrases) Echo Reading	Reading with an appropriate pace	Reading with expression	Reading with intonation	Reading for performance (readers' theatre approach)
Year 5	Short play script	Choose short texts with punctuation they know	Tongue twisters Passage from a text which has a combination of short and longer complex sentences to encourage them to speed up and slow down appropriately.	Text with speech - highlight how the character should say it	Use part of a famous speech and practice saying it - which lines need more stress than others?	Play scripts - The Wonderful Smells 
Year 6	Short play script	Choose short texts with punctuation they know	Tongue twisters Passage from a text which has a combination of short and longer complex sentences to encourage them to speed up and slow down appropriately.	Text with speech - highlight how the character should say it	Use part of a famous speech and practice saying it - which lines need more stress than others?	Play scripts - Top of the Mops 