**CURRICULUM OVERVIEW READING YEAR 3 2025 – 2026**

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| **YR 3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Linked texts:Spiders Internet safetyAnne FineColoursMonstersSongsClass novel:Planet Omar Accidental Trouble Magnet – Zanib MianorThe Wild Robot – Peter BrownEnglish UoS Example:Leon and The Place Between | Linked texts:Children’s classics Vol 1Light and shadows Disney songsTowns, cities and villagesDick King SmithPicture books Volume 1Class novel:An Alien in the Jam Factory – Chrissie Sainsor Dog Man – Dav PilkerEnglish UoS Example:The Barnabus Project | Linked texts:ForcesDifferent culturesPrehistoric Britain Poetry volume 1Roald DahlNotable People volume 1Class novel:Owen and the soldier – Lisa ThompsonEnglish UoS Example:The Last Garden | Linked texts:Rocks and fossilsShang DynastyWeatherNotable people volume 2Novels Volume 1Songs from musicalsClass novel:The Last Bear – Hannah GoldEnglish UoS Example:Cloud Tea Monkeys | Linked texts:PlantsKeeping healthyChildren’s classics volume 2GreecePoetry Volume 2Picture books Volume 2Class novel:Grimwood – Nadia ShireenEnglish UoS Example:The Day I Swapped My Dad for Two Goldfish | Linked texts:Novels Volume 2Philip Reeves and Sarah McIntyre RobotsHearing impairmentLighthousesClass novel:Charlotte’s Web – E. B. WhiteEnglish UoS Example:The Day I Swapped My Dad for Two Goldfish |
| **Key new knowledge (LKS2 NC Objectives)** | Word reading:Root words, prefixes and suffixes.Read aloud and to understand the meaning of new words they meet.Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.Comprehension:Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.Read books that are structured in different ways and for a range of purposes.Use dictionaries to check the meaning of words that they have read.Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.Identify themes and conventions in a wide range of books.Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.Discuss words and phrases that capture the reader’s interest and imagination.Recognise some different forms of poetryCheck that the text makes sense to them, discuss their understanding, and explain the meaning of words in context.Ask questions to improve their understanding of a textDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidencePredict what might happen from details stated and implied.Identify main ideas drawn from more than 1 paragraphSummarise main ideas. Identify how language, structure, and presentation contribute to meaningRetrieve and record information from non-fiction.Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say. |
| **Assessments** | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore |

**CURRICULUM OVERVIEW READING YEAR 4 2025 – 2026**

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| **YR 4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Linked texts:MigrationRabbitsRecycling WeekRiversRomansTeethClass novel:Llama out Loud – Annabella SamiEnglish UoS:The Iron Man | Linked texts:Armistice DayChildren’s Classics Vol 1HabitatsPicture Books Vol 1Poetry Vol 1Witches and WizardsClass novel:Ariki and the Island of Wonders – Nicola DaviesEnglish UoS:The Iron Man | Linked texts:Chinese New YearElectricityInternational Women’s DayNotable People Vol 1Novels Vol 1Picture Books Vol 2Class novel:Paws – Kate FosterEnglish UoS:Cinnamon | Linked texts:Disney SongsJennifer KillickMental HealthMoneyNotable People Vol 2Novels Vol 2Class novel:Rumaysa a Fairytale – Radiya HafizaEnglish UoS:Cinnamon | Linked texts:Children’s Classics Vol 2Poetry Vol 2SongsSongs from MusicalsSpies and CrimeStates of MatterClass novel:The Miraculous Journey of Edward Tulane – Kate DicamilloEnglish UoS:The Tin Forest | Linked texts:Sports PeopleVikingsClass novel:Varjak Paw – SF SaidEnglish UoS:Pride: The Story of Harvey Milk and the Rainbow Flag |
| **Key new knowledge (LKS2 NC Objectives)** | Word reading:Root words, prefixes and suffixes.Read aloud and to understand the meaning of new words they meet.Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.Comprehension:Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.Read books that are structured in different ways and for a range of purposes.Use dictionaries to check the meaning of words that they have read.Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.Identify themes and conventions in a wide range of books.Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.Discuss words and phrases that capture the reader’s interest and imagination.Recognise some different forms of poetryCheck that the text makes sense to them, discuss their understanding, and explain the meaning of words in context.Ask questions to improve their understanding of a textDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidencePredict what might happen from details stated and implied.Identify main ideas drawn from more than 1 paragraphSummarise main ideas. Identify how language, structure, and presentation contribute to meaningRetrieve and record information from non-fiction.Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say. |
| **Assessments** | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore |

**CURRICULUM OVERVIEW READING YEAR 5 2025 – 2026**

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| **YR 5** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Linked texts:SpaceMiddle Eastern CountriesNigeriaCircusesRainforestsNotable People Vol 1Class novel:Wonder – R. J. PalacioEnglish UoS:Percy Jackson | Linked texts:ChristmasEnergy / ForcesMichael MorpurgoPicture Books Vol 1Poetry Vol 1Children’s Classics: Peter Pan Class novel:Odd and the Frost Giants – Neil GaimanEnglish UoS:Percy Jackson | Linked texts:Antarctic ExplorersSiaNovels Vol 1Picture Books Vol 2Disney SongsEqualityClass novel:The Last Wild – Piers TordayEnglish UoS:Shackleton’s Journey | Linked texts:Changing MaterialsPoetry Vol 2Songs from Musicals TitanicFrank Cottrell BoyceIslands and Leprosy Class novel:Cosmic – Frank Cottrell-BoyceEnglish UoS:Shackleton’s Journey | Linked texts:Life CyclesBeetlesGreat OpeningsNovels Vol 2Children’s Classics Vol 1Medieval MonarchsClass novel:A Kind of Spark – Elle McNicollEnglish UoS:Kaspar, Prince of Cats | Linked texts:Notable People Vol 2Children’s Classics Vol 2BrazilKate DiCamilloSongsClass novel:The Explorer – Katherine RundellEnglish UoS:Kaspar, Prince of Cats |
| **Key new knowledge ((UKS2 NC Objectives)** | Comprehension:Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.Recommend books that they have read to their peers, give reasons for their choices.Make comparisons within and across books.Summarise the main ideas drawn from more than 1 paragraph, identify key details that support the main ideas.Discuss and evaluate how authors use language, including figurative language, consider the impact on the reader.Distinguish between statements of fact and opinion.Retrieve, record and present information from non-fiction.Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.Provide reasoned justifications for their views |
| **Assessments** | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore |

**CURRICULUM OVERVIEW READING YEAR 6 2025 – 2026**

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| **YR 6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Linked texts:Light Notable people volume 1AutismChildren’s Classics volume 1Picture books volume 1SongsPopulationClass novel:Holes – Louis SacharEnglish UoS:The Unforgotten Coat/ Windrush Child | Linked texts:Drugs and AlcoholElectricityChildren’s Classics volume 2Poetry Volume 1Spooky OpeningsSpiesClass novel:Little Badman and the invasion of the killer aunties – Humza Arshad & Henry WhiteEnglish UoS:The Unforgotten Coat/ Windrush Child | Linked texts:Civil rightsLiving things and their habitatsIbtihaj MuhammadSongs from musicalsPicture books volume 2Novels volume 1Class novel:When the sky falls – Phil EarleEnglish UoS:Grimm Tales: For Young and Old/ The Boy in The Tower | Linked texts:Critiquing the mediaEvolutionInspirational womenNovels volume 2Poetry volume 2The arrivalClass novel:Fight back – A. M. DassuEnglish UoS:Anne Frank’s Diary/ The Boy in The Tower | Linked texts:Animals including humansIndustrial RevolutionThe RavenKatherine RundellNotable People volume 2Piers TordayClass novel:Who Let the Gods Out – Maz EvansEnglish UoS:Romeo and Juliet / Beowulf | Linked texts:World War 2LiverpoolMagicResilienceVerse novelsPompeiiClass novel:Can You See Me? – Libby Scott & Rebecca WestcottEnglish UoS:Story of Tutankhamen / Some Places More Than Others |
| **Key new knowledge (UKS2 NC Objectives)** | Comprehension:Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.Recommend books that they have read to their peers, give reasons for their choices.Make comparisons within and across books.Summarise the main ideas drawn from more than 1 paragraph, identify key details that support the main ideas.Discuss and evaluate how authors use language, including figurative language, consider the impact on the reader.Distinguish between statements of fact and opinion.Retrieve, record and present information from non-fiction.Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.Provide reasoned justifications for their views |
| **Assessments** | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore |