



GROWING TOGETHER.
BRANCHING OUT.

Our Orchard Curriculum

Reading

Overview and Progression

Last Updated: September 2021

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Growing Together Branching Out	Stone to Iron age Yabba Dabba doo	Strictly Bake off	Romans	Brazil	Brazil
Leading Question	What will you see outside your window?	Stone to Iron age, which age are you?	What is your secret ingredient?	Heroes or Villains?	Backpack Through Brazil: What would you pack?	
Class Reader	The Owl Tree	The Stone Age Hunter Gatherers (NF)	Charlie and the Chocolate Factory	Jeremy Strong Romans on the Rampage	Journey to the River Sea	
Guided Reading	Reading skills through short comprehensions	UG	George's Marvellous Medicine	Fatal Fire/ Meet the Ancient Romans (NF)	Discover the Rainforest	Manny Manatee

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Saxon settlements	The <u>Force</u> of Nature	The Invaders are coming!	Peak Destination	Violent Volcanoes	The Changing Power of Monarchs
Leading Question	What evidence can we dig up about how the Anglo Saxons lived?	How strong is Mother nature?	Vikings...blood-thirsty brutes or honourable warriors?	How is Europe similar and different to where I live?	What's the matter with the earth?	Are monarchs always a power for the good?
Class Reader	Beowulf	The Somerset Tsunami	How to Train a Dragon	The cosmic atlas of Alfie Fleet/ The Contest	Survivors	
Guided Reading	Beowulf Retrieval and visualising skills	The Weather Weaver Range of explanation texts Storm Poetry	NCR about Vikings from a range of Books How to Train a Dragon	The cosmic atlas of Alfie Fleet Range of explanation texts About Mountains	NCR on Volcanoes Earth Shattering events Survivor stories	

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Water	Victorians: Lighting The Way	The Ancient Greeks: Eureka		North America	Health Matters
Leading Question	Water for All? Risk, Danger, Hazard, or saviour?	Would you rather be a rich or a poor Victorian child?	What would life be like now without the Greeks?		North America – is it really that different?	How could you be healthier?
Class Reader	Kensuke's Kingdom	Street Child	The Adventures of Odysseus and Fleeced		Holes	The Fastest Boy in the World
Guided Reading	Explanation text Rivers/science processes River story	Information texts Letters NCR Biographies	Greek Myths Information books about Greeks Key Genres linked to Lit Topic		Non-fiction on America Stories from other cultures	Information texts Letters

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Environment: Eco Warriors	The Second World War: The Home Front	The First Historic Dynasty of China	Who Do You Think You Are?	Ancient Benin	Survival
Leading Question	How can we defeat the enemy?	Have You Forgotten Us?	Can we rediscover the wonders of the Shang Dynasty?	Who Do You Think You Are?	What if the people of Benin were not such talented craftsmen?	Where would you rather live?

Class Reader	How to Save the World with a Chicken and an Egg	Goodnight Mr Tom	The Firework maker's daughter	Darwin's Dragons by Lindsay Galvin	Children of winter	The Explorer
Guided Reading	Persuasive speeches Non fiction	Non-fiction organisation Narrative	Close text analysis	Close text analysis	Poetry Historical fiction	Non fiction – geographical theme

Reading

Word Reading					
Skill: phonics and decoding					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To blend sounds in unfamiliar words using the GPCs that they have been taught. • To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • To read words containing taught GPCs. • To read words containing -s, -es, -ing, • -ed and -est endings. • To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills as the route to decode words until automatic • decoding has become embedded and reading is fluent. • To read accurately by blending the sounds in words that contain the graphemes taught so far, • especially recognising alternative sounds for graphemes. • To accurately read most words of two or more syllables. • To read most words containing common suffixes.* 	<ul style="list-style-type: none"> • To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • To apply their growing knowledge of root words and prefixes, including • in-, im-, il-, ir-, dis-, mis-, • un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* • To apply their growing knowledge of root words and suffixes/word endings, including -ation, • -ly, -ous, -ture, -sure, -sion, • -tion, -ssion and -cian, to begin to read aloud.* 	<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* 	<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including • -sion, -tion, -cial, -tial, • -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.* 	<ul style="list-style-type: none"> • To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, • suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Evidence within Guided reading		Word meaning in comprehension tasks. During echo reading – highlighting these word patterns and discussing			
Word Reading					
Skill: Common exception words					
KS1		KS2			

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> To begin to read Y3/Y4 exception words.* 	<ul style="list-style-type: none"> To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. 	<ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none">
Evidence within Guided reading					

Word Reading					
Skill: Fluency					
KS1			KS2		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<ul style="list-style-type: none"> To repeat a short paragraph of what an adult has read with the same intonation and expression. 	<ul style="list-style-type: none"> To repeat a short paragraph back to the adult with the same intonation and expression. Discussing why the pitch or tempo may have changed. Try reading with different variations 	<ul style="list-style-type: none"> Read aloud to an adult or peer and discuss the writer's voice. Discuss how you think the author wants it to be read and why? Could it be interpreted another way if read differently? 	<ul style="list-style-type: none"> Continue from Year 5. Build confidence to read aloud to larger audiences. Discuss the effects of the punctuation whilst reading.
Evidence within Guided reading			Guided group session. Echo reading with age appropriate books. Same text for all.		
Comprehension					
Skill: Comparing, Contrasting and Commenting					
KS1			KS2		

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • To link what they have read or have read to them to their own experiences. • To retell familiar stories in increasing detail. • To join in with discussions about a text, taking turns and listening to what others say. • To discuss the significance of titles and events. 	<ul style="list-style-type: none"> • To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. • To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. • To discuss the sequence of events in books and how items of information are related. • To recognise simple recurring literary language in stories and poetry. • To ask and answer questions about a text. • To make links between the text they are reading and other texts they have read (in texts that they can read independently). 	<ul style="list-style-type: none"> • To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To use appropriate terminology when discussing texts (plot, character, setting). 	<ul style="list-style-type: none"> • To discuss and compare texts from a wide variety of genres and writers. • To read for a range of purposes. • To identify themes and conventions in a wide range of books. • To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). • To identify how language, structure and presentation contribute to meaning. • To identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> • To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • To identify main ideas drawn from more than one paragraph and to summarise these. • To recommend texts to peers based on personal choice. 	<ul style="list-style-type: none"> • To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. • To recognise more complex themes in what they read (such as loss or heroism). • To 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. • To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. • To draw out key information and to summarise the main ideas in a text. • To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. • To compare characters, settings and themes within a text and across more than one text
Evidence within Guided reading		Guided reading comprehension tasks – skills: forming opinions, summarising, visualising, relating.			
Comprehension					
Skill: Words in Context and Authorial Choice					
KS1			KS2		

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. 	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. 	<ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. 	<ul style="list-style-type: none"> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Evidence within Guided reading		Guided reading sessions. Skills: Word meaning			

Comprehension					
Skill: Inference and Prediction					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. 	<ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. 	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. 	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Evidence within Guided reading		Guided reading sessions – Skills: Inference and predicting			
Comprehension					
Skill: Poetry and Performance					
KS1		KS2			

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To recite simple poems by heart. 	<ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. 	<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	<ul style="list-style-type: none"> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Evidence within Guided reading					

Comprehension					
Skill: Non-Fiction					
KS1			KS2		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> To recognise that non-fiction books are often structured in different ways. 	<ul style="list-style-type: none"> To retrieve and record information from non-fiction texts. 	<ul style="list-style-type: none"> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<ul style="list-style-type: none"> To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Evidence within Guided reading			A mixture of non-fiction and fiction are selected through the term for guided reading. Ensure a balance is evident.		

In addition to the guided reading sessions, these objectives and skills should be woven into the literacy planning to aid writing.

	Year 3 Reading
Phonics and Decoding	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).
	<ul style="list-style-type: none"> To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* (Keep a record of what has been covered).
	<ul style="list-style-type: none"> To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.* (Keep a record of what has been covered).
Common Exception Words	<ul style="list-style-type: none"> To begin to read Y3/Y4 exception words.* (Keep a record of what has been covered).
Fluency	<ul style="list-style-type: none"> To repeat a short paragraph of what an adult has read with the same intonation and expression.
Comparing, Contrasting & Commenting	<ul style="list-style-type: none"> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	<ul style="list-style-type: none"> To use appropriate terminology when discussing texts (plot, character, setting).
Words in Context and Authorial Choice	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
	<ul style="list-style-type: none"> To discuss authors' choice of words and phrases for effect.
Inference and Prediction	<ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
	<ul style="list-style-type: none"> To justify predictions using evidence from the text.
Poetry and Performance	<ul style="list-style-type: none"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.
	<ul style="list-style-type: none"> To begin to use appropriate intonation and volume when reading aloud.
Non-Fiction	<ul style="list-style-type: none"> To retrieve and record information from non-fiction texts.

Year 4 Reading	
Phonics and Decoding	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill
	<ul style="list-style-type: none"> To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*
Common Exception Words	<ul style="list-style-type: none"> To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.
Fluency	<ul style="list-style-type: none"> To repeat a short paragraph back to the adult with the same intonation and expression. Discussing why the pitch or tempo may have changed. Try reading with different variations
Comparing, Contrasting & Commenting	<ul style="list-style-type: none"> To discuss and compare texts from a wide variety of genres and writers
	<ul style="list-style-type: none"> To read for a range of purposes
	<ul style="list-style-type: none"> To identify themes and conventions in a wide range of books
	<ul style="list-style-type: none"> To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)
	<ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning
	<ul style="list-style-type: none"> To identify main ideas drawn from more than one paragraph and summarise these
Words in Context and Authorial Choice	<ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination.
Inference and Prediction	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.
	<ul style="list-style-type: none"> To justify predictions from details stated and implied.
Poetry and Performance	<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)
	<ul style="list-style-type: none"> To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-Fiction	<ul style="list-style-type: none"> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.
	<ul style="list-style-type: none"> To use dictionaries to check the meaning of words that they have read

	Year 5 Reading
Phonics and Decoding	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues
	<ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*
Common Exception Words	<ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.
Fluency	<ul style="list-style-type: none"> Read aloud to an adult or peer and discuss the writer's voice. Discuss how you think the author wants it to be read and why? Could it be interpreted another way if read differently?
Comparing, Contrasting & Commenting	<ul style="list-style-type: none"> To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types
	<ul style="list-style-type: none"> To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	<ul style="list-style-type: none"> To identify main ideas drawn from more than one paragraph and to summarise these
	<ul style="list-style-type: none"> To recommend texts to peers based on personal choice.
Words in Context and Authorial Choice	<ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language
	<ul style="list-style-type: none"> To evaluate the use of authors' language and explain how it has created an impact on the reader.
Inference and Prediction	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives
	<ul style="list-style-type: none"> To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
Poetry and Performance	<ul style="list-style-type: none"> To continually show an awareness of audience when reading aloud using intonation, tone, volume and action.
Non-Fiction	<ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

	Year 6 Reading
Phonics and Decoding	<ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings*
	<ul style="list-style-type: none"> To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words	<ul style="list-style-type: none"> To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.
Fluency	<ul style="list-style-type: none"> Continue from Year 5. Build confidence to read aloud to larger audiences. Discuss the effects of the punctuation whilst reading.
Comparing, Contrasting & Commenting	<ul style="list-style-type: none"> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage & books from other cultures/traditions
	<ul style="list-style-type: none"> To recognise more complex themes in what they read (such as loss or heroism)
	<ul style="list-style-type: none"> To 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
	<ul style="list-style-type: none"> To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions
	<ul style="list-style-type: none"> To draw out key information and to summarise the main ideas in a text
	<ul style="list-style-type: none"> To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views
	<ul style="list-style-type: none"> To compare characters, settings and themes within a text and across more than one text
Words in Context and Authorial Choice	<ul style="list-style-type: none"> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect
Inference and Prediction	<ul style="list-style-type: none"> To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters)
	<ul style="list-style-type: none"> To discuss how characters change and develop through texts by drawing inferences based on indirect clues
Poetry and Performance	<ul style="list-style-type: none"> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non- Fiction	<ul style="list-style-type: none"> To retrieve, record and present information from non-fiction texts
	<ul style="list-style-type: none"> To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).