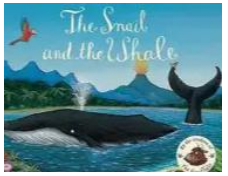
Bracken Lane
Primary Academy

Reading
Curriculum Overview

We empower | We respect | We care

Part of Diverse Academies

Year 1

Reading	Text	Traditional Tales: The Three Billy Goats Gruff, Hansel and Gretel, The Elves and the Shoemaker, The Jolly Postman	Man on the Moon (a day in the life of Bob) By Simon Bartram	Snail and the Whale By Julia Donaldson
		 RWI Book Level: Red to Green **Phonics Stage**: Secure Set 1; Begin Set 2 **Red Words**: I, the, my,	 **RWI Book Level**: Green to Purple **Phonics Stage**: Consolidate Set 2; Begin some Set 3 **Red Words**: All from Autumn, plus they, are, her, was, come, some	 **RWI Book Level**: Pink to Orange **Phonics Stage**: Secure Set 2 and most Set 3 **Red Words**: Expanded

Year 1 Reading End Points

Autumn

RWI Focus: Set 1 & early Set 2 sounds – Purple - Pink Storybooks

- Recognise and accurately say all **Set 1 sounds**, and begin **Set 2 vowel digraphs** (ay, ee, igh, etc.).
- Blend and segment CVC words using Fred Talk.
- Read simple decodable texts (Red and Green Storybooks) with growing fluency.
- Begin to read and spell a growing number of **Red Words** (RWI common exception words, e.g. I, the, my, you).
- Demonstrate comprehension by verbally answering questions about RWI stories (e.g. Who? What? Where?).
- Join in with story green words and speed sounds in RWI sessions.
- Begin to retell familiar RWI texts using story maps and partner talk.
- Listen to and enjoy a range of stories and poems from the RWI 'Get Writing' and class texts.

Spring

RWI Focus: Set 2 sounds – Orange - Yellow Storybooks

By the end of Spring, pupils should:

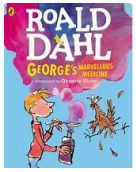
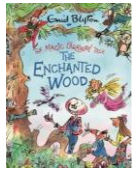
- Secure most **Set 2 sounds** and start recognising alternative spellings.
- Read with increasing fluency in RWI Storybooks (Green, Purple).
- Read a broader range of Red Words (e.g. are, they, all, come, some).
- Read longer decodable texts with improved intonation and expression.
- Retell RWI stories using full sentences and appropriate vocabulary.
- Begin to make simple **inferences** and **predictions** based on RWI texts and class stories.
- Sequence events from RWI stories and discuss main characters.
- Use Fred in your Head to support silent blending when reading independently.

Summer

RWI Focus: Set 3 sounds – Yellow - Blue Storybooks

By the end of Summer, pupils should:

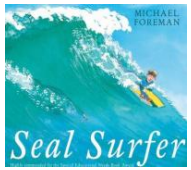
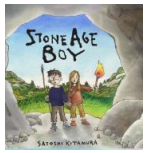
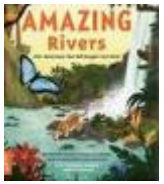
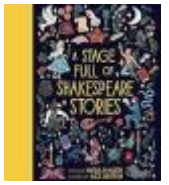
- Confidently read and apply most **Set 3 sounds** (e.g. ea, oi, a-e, i-e).
- Read longer texts fluently with growing confidence and expression.
- Use Fred in Your Head consistently for unfamiliar words.
- Read and understand **Pink to Orange RWI Storybooks**, showing secure comprehension.
- Use text evidence to answer simple literal questions and give opinions about what they read.
- Read a wide range of Red Words from memory, including complex examples (e.g. people, could, would).
- Compare characters or events across familiar texts.
- Recite and perform simple poems and RWI rhymes with intonation.

Year 2				
Reading	**Text**	The Dragon Machine By Helen Ward **RWI Focus**: Secure Set 3 sounds | Orange to Yellow Storybooks 	George's Marvelous Medicine By Roald Dahl **RWI Focus**: Blue to Grey Storybooks 	The Enchanted Wood By Enid Blyton **RWI Focus**: Grey Storybooks and Exit from the RWI Programme 

Year 2 Reading End Points

Autumn	Spring	Summer
Transition Goal: Consolidate phonics and begin deepening comprehension Secure reading and application of all Set 3 sounds (including split digraphs and alternative spellings). • Read Orange and Yellow RWI Storybooks fluently with growing expression. • Read a broad range of Red Words automatically and accurately in context. • Use Fred in Your Head to decode unfamiliar words with increasing confidence. • Demonstrate comprehension by answering literal and retrieval questions (who, what, where). • Retell RWI stories orally using story maps and role play. • Identify the main character, setting and simple plot points. • Begin to use evidence from the text to make simple inferences (e.g. how a character feels). • Read and perform simple poems and rhymes with appropriate intonation.	**Transition Goal**: Build fluency, comprehension and begin accessing broader texts • Read **Blue and Grey RWI Storybooks** with increasing fluency and accuracy. • Apply phonics knowledge confidently across all subjects (not just in RWI). • Read a wide range of Red Words automatically and begin recognising words with alternative spellings. • Answer questions about **vocabulary, characters, and events** in texts. • Begin to justify opinions with text evidence (e.g. "I think he was scared because..."). • Summarise the main idea of a paragraph or short story. • Identify **past/present tense** and discuss the effect of language choices. • Predict what might happen next based on what has been read so far. • Read and discuss a range of poems, traditional tales, and non-fiction texts linked to RWI or topic work.	**Transition Goal: Ready for whole class reading in Year 3** • Confidently read Grey RWI Storybooks or early chapter books with fluency, intonation and expression. • Have completed the RWI programme and transitioned to whole-class reading if ready. • Answer a range of comprehension questions, including retrieval, inference, prediction and vocabulary. • Discuss their reading preferences and give reasons for their opinions. • Identify and discuss how stories are structured (e.g. beginning, problem, resolution). • Use contents pages, headings and captions to extract information from non-fiction texts. • Read aloud confidently, with phrasing and expression that shows understanding. • Prepare and perform poems or short scripts, using intonation, tone and volume to engage the audience. • Show independence in choosing appropriate reading material from a variety of sources.

Year 3

Reading	Text	Seal Surfer By Michael Foreman 	Winter's Child By Graheme Baker Smith 	The Sone Age Boy By Satoshi Kitamura 	Big Blue Whale By Nicola Davies This Morning I Met a Whale by Michael Morpurgo 	Amazing Rivers By Julie Vosburgh Agnone 	A Stage Full of Shakespeare Stories By Angela McAllister (Julius Caesar) 

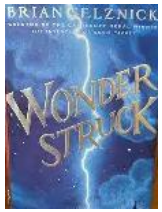
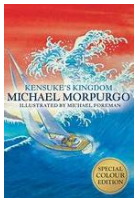
Year 3 Reading End Points

	Autumn	Spring	Summer
Fluency	• Read age-appropriate texts with developing confidence and pace. Begin to use punctuation cues for intonation. Self-correct when reading aloud.	• Read longer texts with improved fluency and confidence. Use punctuation to guide expression, especially for dialogue. Re-read to clarify meaning.	• Read age-appropriate texts fluently, with appropriate pace and tone. Use expression to show understanding of character or mood.
Prediction	• Make simple predictions using text and illustrations. Use story events and character actions to support ideas.	• Predict what might happen next using text clues and character behaviour. Justify predictions with evidence from the text.	• Predict outcomes and character actions using both implicit and explicit clues. Provide evidence to support predictions.

Word Meaning	• Discuss word meanings using clues in the text. Begin to use dictionaries or word banks. Spot interesting words or repeated phrases.	• Use context to explain unfamiliar words or phrases. Begin to explore how word choices affect meaning. Identify root words and simple prefixes/suffixes.	• Explain meanings of new words using context and known word parts. Compare similar words and discuss their effect.
Retrieval	• Ask and answer questions about a text. Find and copy key details.	• Retrieve and record information from fiction and non-fiction. Skim and scan for specific facts or ideas.	• Retrieve accurate information from across a text. Use evidence to support answers to retrieval questions.
Inference	• Begin to infer feelings or actions from what is said or done. Use illustrations and text to support simple inferences.	• Infer thoughts and feelings using actions and dialogue. Support ideas with evidence from the text.	• Make supported inferences about character motives, thoughts and actions. Begin to identify implied meaning and themes.
Summarising	• Identify the main idea in a short paragraph. Begin to group similar ideas together.	• Identify key ideas from more than one paragraph. Begin to summarise events or information using own words.	• Summarise a short text clearly, identifying the key points. Group related ideas and explain how they connect.
Language Choice	• Talk about words or phrases they liked and why. Recognise when language creates an effect (e.g. excitement, fear).	• Explore how words and phrases create a particular mood or image. • Begin to explain why an author chose specific words.	• Discuss how specific vocabulary choices influence meaning. Identify examples of alliteration, repetition or descriptive language

Structure & Organisation	• Spot layout features like titles, captions, or bullet points. • Recognise different text types (story, instruction, report).	• Identify key organisational features (e.g. paragraphs, subheadings, diagrams). • Understand how structure supports understanding.	• - Explain how text layout supports meaning (e.g. captions, charts, paragraphs). • Compare structural features of different text types.

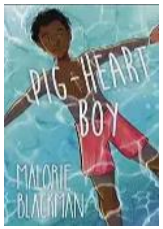
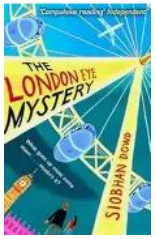
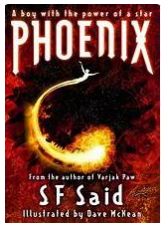
Year 4

Reading	Text	Wonderstruck By Brian Celznick 	Kensuke's Kingdom By Michael Morpurgo 	Boy at the Back of the Class

Year 4 Reading Skills

	Autumn	Spring	Summer
Fluency	• Read aloud with growing confidence and appropriate pace. • Begin to use expression to show understanding, especially for dialogue and punctuation. • Self-correct when reading does not make sense.	• Read aloud with increasing fluency, including expression for mood or tone. • Group words into meaningful phrases (chunking). • Use punctuation (commas, exclamation marks, speech marks) to guide reading.	• Read aloud confidently with expression, intonation and pace suited to the text type. • Demonstrate awareness of audience when performing or reading aloud. • Maintain accuracy and self-monitor understanding while reading independently.
Prediction	• Make predictions based on details stated and implied. • Use descriptive language and small details to predict unfamiliar places or events.	• Predict what might happen using evidence from characters' actions or setting. • Justify predictions with reference to details in the text.	• Predict developments in plot and character based on cumulative evidence. • Make thoughtful predictions and evaluate them against the outcome.
Word Meaning	• Identify word meanings in context. • Begin using dictionaries to check meanings. • Discuss interesting words and phrases that stand out.	• Explore multiple meanings of words in context. • Identify and explain words and phrases that enhance description or mood.	• Analyse word choices and their impact on the reader. • Compare vocabulary across texts for effect, tone or theme.
Retrieval	• Ask questions and find simple answers in text. • Retrieve and record information from non-fiction. • Skim and scan to locate information.	• Retrieve and record information independently from fiction and non-fiction. • Confidently use features like index, contents, and subheadings to locate information.	• Retrieve and summarise relevant information from across a text. • Formulate and answer more sophisticated retrieval questions.

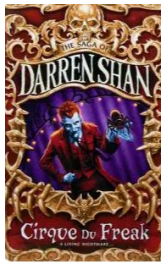
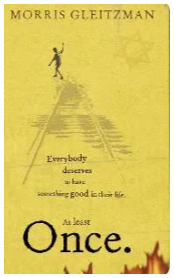
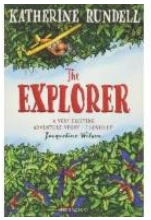
Inference	• Begin to infer characters' feelings, thoughts, and motives from actions. • Empathise with characters' points of view. • Identify expressive language used to describe characters.	• Infer thoughts, feelings and motives of characters with evidence. • Discuss contradictions between characters' words and actions.	• Make detailed inferences with justified evidence. • Explore themes and relationships using implicit clues from across a text.
Summarising	• Identify main ideas within a paragraph. • Begin summarising key ideas concisely	• Identify and summarise key ideas across a section or multiple paragraphs.	• Summarise main ideas from several paragraphs or chapters concisely.
Language Choice	• Identify words and phrases that capture imagination or interest.	• Begin to comment on how the author's language choices affect the reader. • Explore styles of different writers or poets.	• Evaluate the effectiveness of specific language choices. • Compare how different authors use language to create similar effects.
Structure & Organisation	• Recognise text conventions (e.g. diary entries, letters). • Identify presentational features (e.g. headings, subheadings, contents).	• Explain how paragraphs organise and build ideas around a theme. • Recognise and compare structure between fiction and non-fiction texts.	• Analyse how structure supports meaning and purpose (e.g. suspense, order of events). • Compare organisational features across text types and genres.

Year 5			
Reading	Pig Heart Boy By Malorie Blackman 	The London Eye Mystery By Siobhan Dowd 	Phoenix By S F Said 

Year 5 Writing Skills

	Autumn	Spring	Summer
Fluency	• Read aloud with expression, observing punctuation. • Use intonation to reflect dialogue and sentence type. • Begin to read longer texts with increasing pace and confidence. • Self-correct errors and monitor understanding.	• Read a range of texts fluently with appropriate tone and volume. • Use phrasing to show understanding. • Sustain reading of longer texts with few pauses.	• Read confidently and fluently across a wide range of text types. • Use expression and intonation effectively for performance or presentation.
Prediction	• Make predictions using details stated and implied. • Begin to predict how characters might change during a story. • Justify predictions with early textual evidence.	• Predict character developments based on character traits or actions. • Modify predictions as events unfold. • Use detailed evidence from text to support ideas.	• Justify and refine predictions using deep textual evidence and prior knowledge. • Evaluate the accuracy of earlier predictions by referencing outcomes.
Word Meaning	• Identify and discuss meaning of vocabulary in context. • Use contextual clues to infer word meaning.	• Confidently explore and explain meanings of ambitious vocabulary. • Explain how word choices enhance meaning or tone.	• Analyse the effect of word choice and imagery in building mood, character or atmosphere. • Compare and evaluate word choices across different texts and genres.
Retrieval	• Ask and answer questions to develop understanding. • Retrieve and record information from fiction and non-fiction. • Begin to extract more complex or layered information.	• Retrieve and present information efficiently. • Skim and scan for key facts across paragraphs or sections. • Apply retrieval strategies across curriculum texts.	• Retrieve detailed and precise information from complex texts. • Make notes and summarise for specific purposes (e.g. research or report writing).
Inference	• Make inferences about character thoughts and feelings using evidence. • Recognise and discuss changes in characters. • Identify simple themes and conventions.	• Infer complex motivations and behaviour of characters. • Distinguish between fact and opinion. • Identify differing character perspectives.	• Provide well-justified inferences about character, theme, and motivation. • Explore themes across multiple chapters or whole texts. • Reflect on cultural and historical influences on character behaviour.

Summarising	• Use skimming and scanning to identify key ideas. • Summarise ideas from a paragraph or short section.	• Summarise main ideas from more than one paragraph. • Identify key supporting details.	• Summarise and compare key ideas from across whole chapters or texts.
Language Choice	• Comment on author's choice of similes and expressive language. • Identify author viewpoint and basic style.	• Evaluate how language impacts the reader. • Compare language choices between authors. • Identify purpose, viewpoint, and use of figurative language (e.g. metaphor).	• Analyse and evaluate the impact of language, including simile, metaphor and idiom. • Offer critical responses to author style and tone. • Justify preferences using evidence.
Structure & Organisation	• Identify and describe text layout and organisation (e.g. headings, diagrams). • Recognise that language and structure support meaning.	• Explain how structural features aid understanding (e.g. chronology, contrast). • Use terminology such as imagery, metaphor, and style when analysing text.	• Explain and evaluate how authors structure texts for effect. • Compare structure across fiction and non-fiction genres.
Making Comparisons	• Begin to make comparisons within texts (e.g. characters or settings). • Identify features of familiar text types.	• Compare characters across stories and genres. • Discuss themes across stories (e.g. friendship, justice).	• Make thoughtful comparisons across texts (e.g. themes, character journeys, perspectives).

Year 6			
Text	Cirque du Freak By Darren Shan 	Once By Morris Gleitzman 	The Explorer By Katherine Rundell 

Year 6 Reading Skills			
	Autumn	Spring	Summer
Fluency	• Read with fluency, confidence and appropriate expression. • Begin to vary tone and pace for effect. • Self-correct and monitor understanding, using punctuation to guide meaning.	• Sustain fluency and expression in longer, more complex texts. • Perform poetry or prose with attention to rhythm, intonation and audience. • Read aloud confidently, self-correcting as necessary.	• Read a wide range of complex texts with fluency, confidence and expression. • Adjust tone and pace purposefully for impact, including during performance. • Maintain understanding while reading independently for extended periods.
Prediction	• Make predictions based on stated and implied information. • Use evidence from the text to support opinions. • Predict outcomes in stories with more complex structures (e.g. dual timelines).	• Predict complex developments in character, plot or theme. • Justify evolving predictions as new information is revealed. • Interpret parallel narratives or multiple viewpoints.	• Justify and refine predictions using a full range of evidence. • Interpret and evaluate alternative outcomes in complex narratives. • Recognise author techniques that lead or mislead the reader.
Word Meaning	• Discuss and explore word meaning in context. • Identify and explain precise or figurative vocabulary used by the author.	• Analyse how word choices affect meaning, mood and tone. • Recognise nuanced or idiomatic language and interpret with increasing confidence.	• Compare vocabulary and word choices across texts. • Evaluate the effectiveness of language in shaping tone, style or viewpoint.

Retrieval	• Retrieve and present key information from fiction and non-fiction. • Use skimming and scanning to locate specific facts. • Begin to use quotations as evidence.	• Extract complex or layered information and use quotations to support ideas. • Independently plan what information needs to be found. • Make clear, purposeful notes from multiple sources.	• Retrieve detailed information with precision, selecting evidence purposefully. • Make independent, effective notes to support learning or research across subjects.
Inference	• Infer characters' feelings, thoughts, and motives using textual evidence. • Identify character types (e.g. stock characters) and author intent. • Begin distinguishing between fact and opinion.	• Make detailed inferences about relationships, motivation, and author's viewpoint. • Identify stereotypes and characters that challenge them. • Recognise how dialogue reveals mood, relationships and themes.	• Explore complex character motives and perspectives with evidence. • Infer the author's viewpoint and purpose through language and structure. • Analyse and discuss themes and conventions across genres.
Summarising	• Summarise key ideas from multiple paragraphs. • Begin using note-taking, highlighting, and text-marking to support understanding.	• Summarise ideas and arguments succinctly across chapters or entire texts. • Use skimming, scanning, and text-marking efficiently.	• Create cohesive and accurate summaries from full chapters or texts. • Summarise key arguments, ideas and themes succinctly.
Language Choice	• Comment on effective language choices including metaphor and simile. • Identify author's intended audience and style. • Express personal preferences and justify them.	• Evaluate the effect of literary devices such as irony, symbolism and personification. • Identify shifting viewpoints, narrators, and perspective within texts.	• Critically evaluate how authors use language for specific impact. • Justify text preferences using style, vocabulary and effect. • Interpret poetic imagery and thematic symbolism with depth.
Structure & Organisation	• Identify key text structures and their purpose (e.g. headings, dialogue, shifts in narrator). • Recognise how vocabulary conveys mood or tone.	• Analyse how structure supports a theme or argument. • Describe and evaluate styles of authors and poets using textual evidence. • Begin to explore and explain irony and its purpose.	• Compare and evaluate how structure influences meaning across texts. • Analyse how form, structure and layout support authorial intention. • Explain how irony, metaphor or layout shape understanding.
Making Comparisons	• Compare key characters, themes, or features within a single text. • Begin comparing characters across texts.	• Compare characters and themes across different genres. • Identify social, historical or cultural themes in multiple texts.	• Make thoughtful, detailed comparisons across a wide range of texts. • Discuss how different authors treat similar themes in unique ways. • Evaluate how characters and viewpoints contrast across genres and cultures.