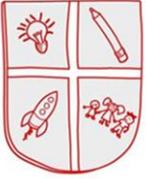


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READING and PHONICS INTENT



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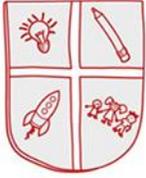
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English – Curriculum Statement

At Barrow Primary we believe that a quality English curriculum should develop children's love of reading and writing. We have an ambitious, fulfilling and rewarding English curriculum that provides many purposeful opportunities for reading and writing.

Our English curriculum is taught using CUSP (Curriculum by Unity Schools Partnership) resources and further information about the curriculum can be accessed at <https://www.unity-curriculum.co.uk/clusp/>



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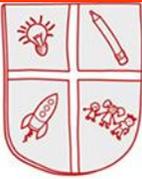
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Reading

Our CUSP Reading curriculum is deliberately designed to be ambitious and aspirational, ensuring that every child leaves our school as a competent, confident reader. Drawing on the latest research around explicit vocabulary instruction, reading fluency and key comprehension strategies, this curriculum is a synthesis of what we know works in helping children make outstanding progress in reading and a distillation into consistent, well-structured practice.

Pupils will receive a daily diet of excellent reading teaching and this will be supplemented by regular opportunities to engage with shared reading experiences, promoting the joy of reading with the whole school community. The clear structure and principles ensure that teaching is progressive, challenging and engaging and the rich, diverse literature spine acts as both a mirror so that every child can see themselves in the core texts and as a mirror to engage pupils with experiences beyond their own field of reference.



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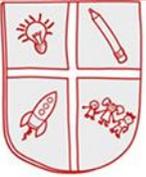
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Early Years

In EYFS, Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS, we aim to expose children to a range of books that not only develop a love of reading, but have been specifically chosen to develop their oracy, vocabulary and comprehension.

Books will be embedded in our provision through activities, daily story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. While we do not specifically follow the CUSP structure used in Key Stage 1, our curriculum is carefully constructed to prepare children and ensure that there is cohesion and consistency with our approach through:

- The inclusion of high-quality texts which are age and stage appropriate modelled reading and re-telling opportunities across each session
- Structured comprehensions questions based on Blooms Taxonomy
- A focus on Tier 1, 2 and 3 Vocabulary
- Dedicated phonics sessions, employing tricky and high-frequency words
- Cooperative learning behaviours which develop oracy and interdependence.
- Children are encouraged to apply their phonics in independent and supported writing opportunities across the curriculum from letters, to recipes, short stories and information reports



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Our Overall English Offer

IMPLEMENT

Reading	Writing	VGPS	Vocabulary
<ul style="list-style-type: none">• Curriculum structure and outline• Long term overview• Y1-6 weekly planning including pre-coded questions• Literature Spine• Published extracts	<ul style="list-style-type: none">• Curriculum structure and outline• Long term overview• Y1-6 weekly planning including pre-coded questions• Model texts• Ingredients for Success checklists• Text convention Knowledge Notes	<ul style="list-style-type: none">• VGPS Programme of Study with key concept definitions• Long term sequence for introduction, revisiting and consolidation• Content mapped into the Writing curriculum	<ul style="list-style-type: none">• Unity Plus Vocabulary curriculum for etymology, morphology and idioms• Unity Plus Vocabulary curriculum for the language of emotion, life and character
<ul style="list-style-type: none">• Extensive CPD library for subject knowledge• Extensive CPD library for implementation			

EYFS



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	DO COWS DRINK MILK? LETS CELEBRATE	WILL YOU READ ME A STORY?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions.</p> <p>DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST)</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Talk boost intervention Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”)</p>	<p>Tell me a story! Develop vocabulary: Word aware Talk Boost interventions Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Develop vocabulary: Word aware Talk Boost interventions Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Explain to me! Talk Boost Word Aware: explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more</p>	<p>Can you recount an event? Talk Boost Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle</p>	<p>Tell me about differences? Talk Boost Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (<u>seasides</u>) I can talk about the experiences I have had at different points in the school year (end of year video)</p>

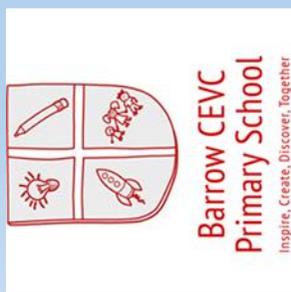




RECEPTION LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	WILL YOU READ ME A STORY	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly and we have a class author each term.	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
WORD READING	Phonics Phase 1/Phase 2 I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally. I can recognise words that rhyme	Phonics Phase 2 I can link Phase 2 sounds to letters I am beginning to blend in order to read <u>vc</u> and <u>cvc</u> words I am beginning to match spoken word to written word (1 to 1 <u>cor</u>) across 2-3 lines of print I can read some Phase 2 words including some tricky words	Phonics Phase 3 I can locate and recall the title I can read with 1-1 correspondence I can read some tricky words (Phase2/3) I can link all sounds to letters I can decode simple words by blending sounds. I check what I read makes sense and sounds right	Phonics Phase 3 I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 tricky words I can read some of Phase 3 words	Phonics Phase 3 & 4 I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	Phonics Phase 4 I can read <u>ccvc</u> and <u>cvcc</u> words End of term assessments Transition work with Year 1 staff



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DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
SO MUCH ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL <u>FULL</u> OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO LITTLE PEOPLE BIG DREAMS BOOKS	THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS	WE'RE ALL WONDERS PERFECTLY <u>NORMAN</u> INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE WHAT MAKES ME A ME? THE <u>UNBUDGABLE</u> CURMUDGEON	ITS OK TO BE DIFFERENT WHEN CHARLIE MET <u>EMMA</u> ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS	MY PIRATE MUMS MT TWO GRANDADS THE GIRL WITH TWO DADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES



We have formulated this document to show how reading develops from EYFS and how it continues and develops into the Year 1 curriculum.



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Reading – EYFS – KS1

	ELG R	How this is achieved in EYFS	Reading KS1
Specific Area of Learning Reading	<p>Comprehension ELG</p> <p>Children at the expected level of development will:</p> <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. 	<p>Vocabulary development through sharing high quality texts and emphasizing new vocabulary.</p> <p>Vocabulary development through continuous provision. – vocabulary triangles.</p> <p>Well stocked reading area – with story bears to develop a love of reading and sharing stories.</p> <p>Re –reading/sharing of key popular high quality texts from book corner, e.g. Gruffalo, Tiger who Came to Tea.</p> <p>Retelling of familiar stories using props, role play, puppets.</p> <p>Planning is based upon weekly texts which inspire learning in other areas.</p> <p>Designated box of story book which promote mathematical thinking.</p> <p>Baskets of books which support small world/domestic role play. E.g. dinosaur books, fairy book, farm books, books set in homes.</p> <p>Individual reading books sent home twice a week based upon the GPC taught in school.</p> <p>Daily stories read to the children at story time, developing children’s love of stories, technical vocabulary e.g. front cover, author, illustrator etc. and early comprehension skills by predicting, discussing characters and re-telling.</p> <p>Weekly visits to the school library. Children take home self-chosen story/non-fiction book.</p>	<p>Reading Comprehension</p> <p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them

Word Reading ELG

Children at the expected level of development will:

- 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.

Playing a variety of games focusing on developing listening skills, sound discrimination, alliteration and rhyme. (Level 1 Phonics)

Regularly singing and reciting nursery rhymes and poems and participating in National Nursery Rhyme week.

Daily discrete synthetic phonics sessions following Twinkl Phonics, focusing on introducing GPC in a systematic way. (Level 2+ Phonics)

Daily opportunities for children to practice and apply oral blending skills for reading through discrete adult led phonics teaching and enhanced provision inside and outdoors. E.g. fishing for individual graphemes, kicking footballs at CVC words, bouncy blending using large hoops etc.

Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading and Phonics

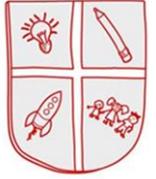
Phonics

There is a clear structure and sequence to the teaching of phonics. It is taught systematically in response to ongoing assessments and the needs of individual children. Phonics teaching follows a six level programme, starting at EYFS and continuing through KS1. A Phonics overview document is used consistently throughout EYFS and KS1, specifying when children are taught each phase. Phonics sessions are taught daily through 'Twinkl phonics' which is a systematic, synthetic phonics programme which meets the national curriculum expectations in grapheme-phoneme correspondence and word reading. This ensures that systematic synthetic phonics is the prime approach to decoding print. Children are encouraged to start learning phonic knowledge and skills early in reception, this ensures most children exceed or meet the expected standard in the Year 1 phonics screening check.

Phonics lessons include opportunities for the children to revisit previous learning, as well as practice and apply new learning. Our approach enables all pupils to learn how to decode words before they move on to develop fluency and greater comprehension. For additional reinforcement and for those falling behind, we signpost parents to the phonics classroom on Google Classroom which contains a series of phonics videos and lessons. Phonics websites are also signposted which provide opportunities for reinforcement and model correct enunciation of sounds.

In Reception, children are assessed against Level 3 sounds, in Year 1 they are taught Level 5 and will be assessed as part of the National Phonics Screening Check (if a child does not pass the phonics screening check in Year 1, they will be given additional support in Year 2 and will be re-tested). Upon going in to Year 3 and beyond, if a child needs further support with their phonics, alternative provision will be provided. Year 2 pupils will receive phonics teaching but also lessons dedicated to spelling, punctuation and grammar. Following the DFE Reading Framework guidance additional phonics teaching is happening in KS1. Children are also taught to read tricky words and common exception words by sight.

We have robust assessment procedures to regularly check progress and identify pupils in need of intervention across EYFS, Key stage 1 and if needed Key stage 2.



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Barrow CEVC Progression in Phonics

At Barrow we follow the progression set out in the six "Levels" from Twinkl Phonics. This follows the suggested progression of spellings in the National Curriculum.

	Autumn Term	Spring Term	Summer Term
Reception	<p>Level 1 To develop an understanding of alliteration To be able to recognise and continue an alliterative string To develop awareness of rhyme - be able to recognise and continue a rhyming string To recite favourite nursery To orally blend and segment words.</p> <p>Level 2 To learn to say a discrete phoneme and recognise the grapheme that represents the phoneme.</p> <ul style="list-style-type: none"> • Set 1 s, a, t, p. • Set 2: i, n, m, d. • Set 3: g, o, c, k. • Set 4: ck, e, u, r. • Set 5: h, b, f, ff, i, ll, ss 	<p>Level 3 To learn to say a discrete phoneme and recognise the grapheme that represents the phoneme.</p> <p>Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.</p>	<p>Level 3 Recap</p> <p>Level 4 To learn to spell and read words with adjacent consonant using phase 2 and 3 graphemes (CVCC,CCVC) To read and spell polysyllabic words using phase 2 and 3 graphemes.</p>
Year 1	<p>Level 3 Recap</p> <p>Level 4 To spell and read words with adjacent consonant using phase 2 and 3 graphemes (CVCC,CCVC) To read and spell polysyllabic words using phase 2 and 3 graphemes.</p> <p>Level 5 To learn alternative graphemes for phase 3 vowel digraphs E.g. ay day, oy boy, wh when, a-e make, ou out, ir girl, ph photo, e-e these, ie tie, ue blue, ew new, i-e like, ea eat, aw saw, oe toe au Paul, o-e home, u-e rule</p>	<p>Level 5 To learn alternative graphemes for phase 3 vowel digraphs</p>	<p>Level 5 To learn alternative phonemes for phase 3 vowel digraphs.</p> <p>To read and spell words in the past tense. To read and spell words with suffixes s, es, ed, er, est, ing</p> <p>Read and spell words with the prefix "un"</p>
Year 2	<p>Level 5 Recap</p> <p>Level 6— spelling patterns—see Level 6 phonics overview</p>	<p>Level 6—spelling patterns</p>	<p>Level 6— spelling patterns</p>

This shows how and where each level is taught from Reception to Year 2. Each year allows for a recap/consolidation in Autumn 1.

How Phonics is taught daily

Our daily phonics lessons in EYFS and Key Stage One, all follow a similar structure ensuring good consistency in teaching strategies across the school:

1. Revisit: Previously taught graphemes and phonemes/words are practised; the teacher may use flashcards, ask the children to write the graphemes or whole words on whiteboards/outside with chalk/in the air or play bingo to recap these.

2. Teach: A new phoneme, grapheme or spelling rule is introduced. Teachers model the new phoneme/grapheme/word/rule and explain what the children need to know.

3. Practise: The children will have a go at using the new phoneme/grapheme/spelling rule. This part of the lesson should be as active as possible and provide opportunities for children to talk about what they are learning. It will provide many opportunities for the children to practice their blending and segmenting skills.

4. Apply and assess: Children will be given an opportunity to demonstrate whether or not they have understood what they have been taught; they may have to use what they have learnt to read a caption/sentence/question or write a word/sentence down (dictation)

Reading

Teaching timetable for reading

In key stage 1 children have 2 reading lessons a week (Each unit is based on 4 lessons, so split over 2 weeks.)

Some are linked to a writing lesson or a foundation subject, others are stand alone.

The first two days in a unit are for **summarising, predicting, retrieval and sequencing**.

The first two days on the second week are for **inference and personal responses**.

All are taught in sequence and build on previous learning.

Alongside English is a 20 minute daily phonic lesson for all Key stage 1. (Phonics/ grammar for Year2)

KS1	Day 1	Day 2		Day 1	Day 2
Week 1	-Reading fluency -Explicit vocabulary instruction -Summarising/ predicting	-Reading fluency -Explicit vocabulary instruction -Retrieval sequencing	Week 2	-Reading fluency -Explicit vocabulary instruction -Inference	-Reading fluency -Explicit vocabulary instruction -Personal response/ understanding themes.

Daily Phonics Teaching

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Class reader <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Summarising/ comparing/ predicting 	Extract based teaching <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Retrieval skills 	Extract based teaching <ul style="list-style-type: none"> Timed practice Explicit vocabulary instruction Retrieval skills 	Multiple text study, inc. Class reader <ul style="list-style-type: none"> Explicit vocabulary instruction Retrieval skills 	Class reader <ul style="list-style-type: none"> Understanding themes Authorial intent Personal response
Week 2	Class reader <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Summarising/ comparing/ predicting 	Extract based teaching <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Inference skills 	Extract based teaching <ul style="list-style-type: none"> Timed practice Explicit vocabulary instruction Inference skills 	Multiple text study, inc. Class reader <ul style="list-style-type: none"> Explicit vocabulary instruction Inference skills 	Class reader <ul style="list-style-type: none"> Understanding themes Authorial intent Personal response

In Key stage 2 children have a reading and writing lesson daily, as with Key stage 1 some are linked to a foundation subjects. The lesson are taught in sequence, building on from previous learning.

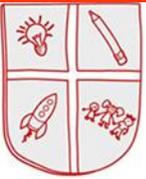
Each lesson is underpinned by:

- Progression of core domains
- Suggested lesson structure
- Evidence informed approach to prosody training
- Evidence informed approach to vocabulary instruction

5 mins	5 mins	5 mins	10-15 mins
Engaging with the text Reading fluency/timed practice	Vocabulary instruction: Read, Define, Analyse, Use, Connect	Teacher modelling the main skill or focus of the lesson	Independent application of the skill to the text, orally or in writing Addressing common errors or misconceptions Continued instruction where required

And supported by;

- Weekly learning sequences
 - Pre-coded proportionate questions
 - High-quality extracts
 - Diverse and ambitious literature spine
 - Response frameworks



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Year 1

Below are the lists of ambitious, high quality and diverse texts studied in reading lessons from Years 1-6

Autumn 2021	Spring 2022	Summer 2022
CUSP Reading <ul style="list-style-type: none"> • Beegu • Where the Wild Things Are • The Storm Whale • The Owl and the Pussycat – Edward Lear • Aesop's Fables – The Boy Who Cried Wolf 	<ul style="list-style-type: none"> • The Tale of Peter Rabbit • Look Up! • Here We Are • Chocolate Cake – Michael Rosen 	<ul style="list-style-type: none"> • There's a Rangtan in my bedroom • And Tango Makes Three • The Lion Within • Aesop's Fables – The Hare and the Tortoise • The Proudest Blue

Year 2

Autumn 2021	Spring 2022	Summer 2022
CUSP Reading <ul style="list-style-type: none"> • The Street Beneath My Feet • Grandad's Island • Aesop's Fables - The Goose that laid the Golden Eggs • Paddington • The Christmas Pine - Julia Donaldson 	<ul style="list-style-type: none"> • The Quangle Wangle's Hat - Edward Lear • Coming to England • Mrs Noah's Pockets • Rhythm of the Rain • Little People Big Dreams 	<ul style="list-style-type: none"> • Great Women Who Changed the World • Aesop's Fables – The Sun and The Wind • Fantastic Mr Fox



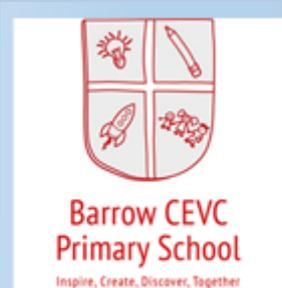
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Year 3

Autumn 2021	Spring 2022	Summer 2022
CUSP Reading <ul style="list-style-type: none">• Pebble in my Pocket• Greta and the Giant• Leon and the Place Between• 'Twas the Night before Christmas Anon	<ul style="list-style-type: none">• Sam Wu is Not Afraid of the Dark• My Shadow Robert Louis Stephenson• Operation Gadgetman	<ul style="list-style-type: none">• Dancing Bear• The Magician's Nephew

Year 4

Autumn 2021	Spring 2022	Summer 2022
CUSP Reading <ul style="list-style-type: none">• The Queen's Nose• The Boy at the back of the class• The Raven – Edgar Allen Poe	<ul style="list-style-type: none">• Young, Gifted and Black• Wind in the Willows• Caged Bird• Maya Angelou• The Walrus and the Carpenter – Lewis Carroll	<ul style="list-style-type: none">• Varjak Paw• The girl who stole an elephant• The Jabberwocky – Lewis Carroll



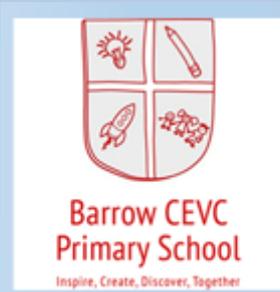
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Year 5

Autumn 2021	Spring 2022	Summer 2022
CUSP Reading <ul style="list-style-type: none">• Shackleton's Journey• Secrets of a Sun King• If – Rudyard Kipling	<ul style="list-style-type: none">• A midsummer night's dream• I am not a label• The Boy in the Tower• Daffodils – William Wordsworth	<ul style="list-style-type: none">• The Explorer• Five Children and It

Year 6

Autumn 2021	Spring 2022	Summer 2022
CUSP Reading <ul style="list-style-type: none">• All Aboard the Empire Windrush• The Island• Intro to Dickens – Oliver Twist	<ul style="list-style-type: none">• Pig Heart Boy• How to Live Forever• Rooftoppers• The Listeners – Walter de la Mare	<ul style="list-style-type: none">• Skellig• A Carol From Flanders – Frederick Niven• Dare to be You• Shakespeare's Sonnets: – Sonnet 27



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