
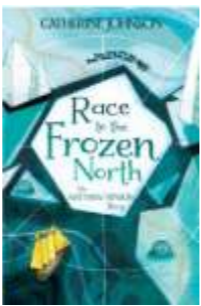

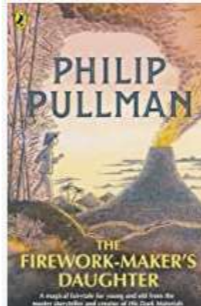






Reading Curriculum Cycle - Sapphire Class (Year 3 & 4) - Cycle A

Sapphire Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes & curricular focus Themes & curricular focus	What was life like in the Stone Age? <i>History - would you prefer to live in the Stone Age, Bronze Age or Iron Age?</i> National Poetry Day	Who <i>really</i> discovered Antarctica? <i>Geography - Who Lives in Antarctica?</i>	What would it be like to travel to an imagined world? <i>English</i>	What was life like in Roman times? <i>History - Why did the Romans settle in Britain?</i>	Can you tell me a silly story? <i>English</i>	Let's go on a river journey! <i>Geography - What are rivers and how are they used?</i>
Core Texts <ul style="list-style-type: none"> Fiction Non-fiction Poetry & Rhyme 	 The Stone Age Boy by Satoshi Kitamura	 Shackleton's Journey by William Grill	 Leon & The Place Between by Angela McAllister	 Escape From Pompeii by Christina Balit	 Fortunately the Milk by Neil Gaiman	 River Stories by Timothy Knapman
Supporting Texts Children <ul style="list-style-type: none"> are introduced to a range of authors that they might not choose themselves select own books (and be taught how to do so) continue to develop a positive attitude to reading and understand what is read listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally read books that are structured in different ways and read for a range of purposes participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	Maroo of the Winter Caves by Ann Turnbull (Class Reader) <i>Stone Age reference books</i> Cave Baby by Julia Donaldson The First Drawing by Mordacai Gerstein The Pebble in my Pocket by Meredith Hooper The Time Traveller's Journal 	Race to the Frozen North by Catherine Johnson (Class Reader) <i>Antarctica: A continent of wonder by Mario Cuesta Hernando</i> <i>Ernest Shackleton; Little people, Big Dreams by Maria Isabel Sanchez Vegara</i> Iceberg by Claire Saxby 	The Land of Roar by Jenny McLachlan (Class Reader) <i>The Sound Collector by Roger McGough</i> <i>The Magic Box by Kit Wright</i> Journey by Aaron Becker The Word Collector by Peter H Reynolds An Atlas of Imaginary Places by Mia Cassany Odd & The Frost Giants by Neil Gaiman 	The Firework-Maker's Daughter by Philip Pullman (Class Reader) The Usborne Official Roman Soldier's Handbook Meet the Ancient Romans by James Davies Romans on the Rampage by Jeremy Strong Empire's End - A Roman Story by Leila Rasheed 	The BFG by Roald Dahl (Class Reader) <i>The Owl and The Pussy Cat by Edward Lear</i> <i>The Book of Nonsense by Edward Lear</i> <i>Nonsense Rhymes Collection by Richard Evans</i> <i>The Little Book of Rhymes and Nonsense for children by Terry White</i> <i>Jabberwocky - Lewis Carroll</i> 	The Wind in the Willows (Class Reader) <i>The Rhythm of the Rain by Grahame Baker Smith</i> <i>The River by Tom Percival</i> <i>Where my Wellies take Me by Michael & Clare Morpurgo</i> <i>Wild Maps by Mike Higgins</i> 

Class Reader						
Decoding/Word Reading	Consolidate read a wide range of exception words (from the Y1-2 list and similar) applying their growing knowledge of root words, prefixes and suffixes and apply their growing knowledge of morphology	Introduce read some of exception words some from the Y3-Y4 list applying their growing knowledge of root words, prefixes and suffixes to read aloud	Practise read the exception words noting the unusual correspondences between spelling and sound, and where these occur in the word	Develop read a wide range of exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Embed read a wide range of exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word including the Y3-4 list and similar words which occur in texts read	Assess read a wide range of exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word including the Y3-4 list and similar words which occur in texts read
Literal Understanding and Retrieval Locate/identify Understand (explicit) Justify	Consolidate reading retrieval skills where question words and text language vary	Introduce reading retrieval skills, working across a wider range of text types with growing familiarity	Practise reading retrieval skills working with texts of increasing length, to retrieve information at a local level	Develop reading retrieval skills, working with texts of increasing length, to retrieve information across the whole text as well as at a local level	Embed reading retrieval skills, working with texts of increasing length, to retrieve information across the whole text as well as at a local level	Assess reading retrieval skills, working with texts of increasing length, to retrieve information across the whole text as well as at a local level
	Introduce scan for alternative synonyms or phrases	Introduce skim a whole text first to select which paragraph or section of text an answer may be located in	Practise skim a whole text first to select which paragraph or section of text an answer may be located in	Practise scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary		Develop scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary
	Introduce check the accuracy of what they are retrieving by reading around the words or phrases they find	Develop check the accuracy of what they are retrieving by reading around the words or phrases they find	Embed check the accuracy of what they are retrieving by reading around the words or phrases they find	Practise locate and discuss words and phrases they find interesting	Develop locate and discuss words and phrases they find interesting	Assess retrieving facts and information from texts, locate and discuss words and phrase, use text to support their answer, ask questions about the text
Inferential Understanding Understand Infer (implicit) Predict Summarise	Consolidate (with support) identify themes across the text - draw inferences such as characters' feelings, thoughts and motives for their actions	Introduce begin to justify their inferences by locating textual evidence and identify themes across the text	Practise draw inferences such as characters' feelings, thoughts and motives for their actions	Develop Justify inferences by locating textual evidence and predict what might happen from implied details or from other stories they know	Introduce justify their inferences with textual evidence, as a familiar exercise (Year 4)	Develop draw inferences such as inferring characters' feelings, thoughts and motives for their actions and predict what might happen from implied details
	Consolidate use dictionaries to check meanings of new vocabulary	Practise children use dictionaries with growing independence, to define new vocabulary and talk about what words mean in context	Develop children discuss and explain words and phrases to explore meanings in context	Embed they discuss and explain words and phrases to explore meanings in context		Assess identify themes across the text, justify their inferences, make predictions, discuss and explain words and phrases in context
Response to Text React and comment Interpret vocabulary Describe the effect of vocabulary and phrases Form opinions	Consolidate positive attitudes to reading and understanding of what they read by participating in discussion about texts and listen to others	Introduce positive attitudes to reading, by listening to and discussing a wide range of texts	Practise listening to others and developing their familiarity with texts - retell texts including fairy stories, myths and legends orally and expressing a preference for text type		Develop retell some of these orally with increasing awareness of authorial choice, discuss words and phrases which capture their interest	Embed identify how language, paragraph structure and layout contribute to meaning
				Introduce begin to identify how language, structure and	Practise begin to identify how language, structure and	Develop begin to identify how language, structure and

				presentation contribute to meaning	presentation contribute to meaning	presentation contribute to meaning
Fluency and Phrasing Read fluently with understanding at the point of reading Read aloud/recite Use expression	Consolidate recite some poems (or songs) by heart, in groups and sometimes alone building confidence and fluency with growing awareness of the listener <i>(National Poetry Day)</i>					
	Consolidate read on sight all Year 2 CE words and read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words	Introduce read on sight some further exception words for Y3/4 and read new words outside their spoken vocabulary, making a good guess at pronunciation	Practise sight-read a wide range of exception words from the Y3-4 list and similar and read new words outside their spoken vocabulary, making a good guess at pronunciation	Develop read new words outside their spoken vocabulary, making a good guess at pronunciation and gradually internalise the reading process to read silently	Practise read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words	Assess read new words outside their spoken vocabulary, making a good guess at pronunciation Embed the reading process to read silently.
			Practise with support, notice where commas create phrasing within sentences (Year 4)	Introduce read with expression, using the punctuation to support meaning, including multi-clause sentences	Develop read with expression, using the punctuation to support meaning, including multi-clause sentences (Year 4)	Assess read with expression, using the punctuation to support meaning, including multi-clause sentences (Year 4)
	Practise decoding becoming more secure (Year 4)		Develop as decoding becomes more secure, children start to become independent, fluent and enthusiastic readers (Year 4)		Embed as decoding becomes more secure, children become independent, fluent and enthusiastic readers (Year 4)	Assess pronunciation, automaticity, notice punctuation, maintain interest