


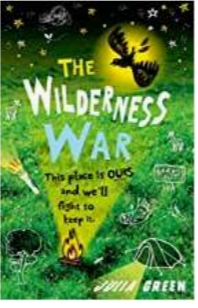
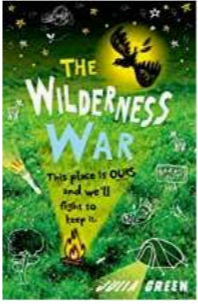





# Reading Curriculum Cycle - Sapphire Class (Year 3 & 4) - Cycle B

| Sapphire Class  | Term 1   | Term 2   | Term 3  | Term 4  | Term 5   | Term 6   |
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| Core Texts Themes   | What do you know about inventors, robots and machinery?<br>English<br><br>National Poetry Day  | What does it mean to be rich?<br>History - How have children's lives changed?  | Who cares about the rainforest?<br>Geography - Why are rainforests important to us?   | Can you solve the Egyptian mystery?<br>History - Ancient Egypt  | Can you find the thief?<br>English   | What's your favourite food?<br>Geography - Where does our food come from?  |
| Core Texts Themes<br><br>Fiction<br>Non-fiction<br>Poetry & Rhyme   | <br>The Lost Thing by Shaun Tan   | <br>The Paperbag Prince by Colin Thompson   | <br>The Great Kapok Tree by Lynne Cherry   | <br>The 5,000-Year-Old Puzzle by Claudia Logan   | <br>The Highland Falcon Thief by M.G Leonard & Sam Sedgman (Class Reader)   | <br>World of Food: A delicious discovery of the foods we eat by Sandra Lawrence                       |
| Supporting Texts<br>Children <ul style="list-style-type: none"> <li>are introduced to a range of authors that they might not choose themselves</li> <li>select own books (and be taught how to do so)</li> <li>continue to develop a positive attitude to reading and understand what is read</li> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>read books that are structured in different ways and read for a range of purposes</li> <li>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.</li> </ul> | Harley Hitch and the Iron Forest by Vashti Hardi (Class Reader)<br><br>The Boy who Grew Dragons by Andy Shepherd<br><br>The Tin Forest by Wayne Anderson<br><br>The Dragon Machine by Wayne Anderson<br><br>The Iron Man by Ted Hughes<br><br>The Robot and the Bluebird by David Lucas<br><br>How Nearly Everything was Invented by Lisa Swirling | The Wilderness Wars by Julia Green (Class Reader)<br><br>The Paradise Garden by Colin Thompson<br><br>It's a no money day by Kate Milner<br><br>The Invisible by Tom Percival<br><br>Street Child by Bertie Doherty<br><br>Lubna and Pebble by Wendy Maddour | The Wilderness Wars by Julia Green (Class Reader)<br><br>Window by Jeannie Baker<br><br>What Did the Tree See? by Charlotte Guillan<br><br>The Wild World Handbook by Andrea Debbink<br><br>Wild World by Angela McAllister<br><br>Last by The Story of a White Rhino - Nicola Davies<br><br>Varmints by Helen Ward | The Highland Falcon Thief by M.G Leonard & Sam Sedgman (Class Reader)<br><br>The Time Traveller's Journal by Greg Becker<br><br>Meet the Ancient Egyptians by James Davies<br><br>Ancient Egypt – Tales of Gods & Pharaohs by Marcia Williams<br><br>Magnificent Ancient Egypt by Philip Steele | A Year Full of Stories by Angela McAllister<br><br>A Walk in London by Salvatore Rubbino<br><br>A Walk in Paris by Salvatore Rubbino<br><br>Wild Maps by Mike Higgins<br><br>Mirror by Jeannie Baker<br><br>The Librarian's Stories by L.M Falcone | Charlotte's Web by E.B. White (Class Reader)<br><br>Marcellus's Birthday Cake by Lorraine Simeon<br><br>Wild Maps by Mike Higgins<br><br>Where does my food come from? by Annabel Karmel |





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

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| <p><b>Fluency and Phrasing</b><br/>Read fluently with understanding at the point of reading<br/>Read aloud/recite<br/>Use expression</p> | <p><b>Consolidate</b> recite some poems (or songs) by heart, in groups and sometimes alone building confidence and fluency with growing awareness of the listener<br/><i>(National Poetry Day)</i></p>          |  |   |   |   |   |
|  | <p><b>Assess</b> 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</p> | <p><b>Introduce</b> read on sight some further exception words for Y3/4 and read new words outside their spoken vocabulary, making a good guess at pronunciation</p> | <p><b>Practise</b> 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</p> | <p><b>Develop</b> read new words outside their spoken vocabulary, making a good guess at pronunciation and gradually internalise the reading process to read silently</p> | <p><b>Practise</b> read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words</p> | <p><b>Assess</b> read new words outside their spoken vocabulary, making a good guess at pronunciation<br/><br/><b>Embed</b> the reading process to read silently.</p> |
|  |   |  | <p><b>Practise</b> with support, notice where commas create phrasing within sentences (Year 4)</p>  | <p><b>Introduce</b> read with expression, using the punctuation to support meaning, including multi-clause sentences</p>  | <p><b>Develop</b> read with expression, using the punctuation to support meaning, including multi-clause sentences (Year 4)</p>                   | <p><b>Assess</b> read with expression, using the punctuation to support meaning, including multi-clause sentences (Year 4)</p>  |
|  | <p><b>Practise</b> decoding becoming more secure (Year 4)</p>   |  | <p><b>Develop</b> As decoding becomes more secure, children start to become independent, fluent and enthusiastic readers (Year 4)</p>   |   | <p><b>Embed</b> As decoding becomes more secure, children become independent, fluent and enthusiastic readers (Year 4)</p>                        |   |