

St Paul's Reading Curriculum

Year 3 Autumn Term

Ashley Booth Guided Reading sessions

VIPERS Fiction Suspense	VIPERS (Retrieval) Fiction Suspense	VIPERS (Retrieval) Current author Novels	VIPERS (Retrieval) Non-fiction Persuasion	VIPERS (Retrieval) Non-fiction Persuasion	VIPERS (Retrieval) Non-fiction prehistoric Britain	VIPERS (Retrieval) Poetry	VIPERS Poetry	VIPERS Fiction Remembrance	VIPERS Songs	VIPERS Musicals	VIPERS Fiction Picture Books	VIPERS Fiction Picture Books	VIPERS Non-Fiction Notable
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V = Vocabulary, I = Infer, P = Predict, E = Explain, R= Retrieve, S = Sequence/Summarise

Class Novel: Pugs of the Frozen North by Philip Reeve and Sarah McIntyre

Class Novel: Nothing to See Here Hotel by Steven Butler

Independent Reading – Accelerated Reader

®Read and understand meaning of words on Y3/4 word list. ® Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. ® Extend skills of decoding (using phonics) to work out more complex words, including those with unusual spelling patterns. ® Listen to and discuss a range of fiction (stories), poetry, plays, non-fiction (factual books). ® Read a wide range of fiction and non-fiction books. ® Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. ® Identifying themes and conventions in a wide range of books. ® Recognising some different forms of poetry. ® Use expression and volume when reading aloud. ® Note of punctuation when reading aloud. ® Using dictionaries to check the meaning of words that they have read. ® Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ® Asking questions to improve their understanding of a text. ® Identifying main ideas drawn from more than one paragraph and summarising these. ® Draw simple inferences about events in a story, such as work out how a character might be feeling from clues in the story and justifying inferences with evidence. ® Make predictions about what might happen next in a story from details stated & implied. ® Identify words and phrases that have been chosen to interest the reader. ® Children begin to identify how authors choose words for effect (e.g. by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross') ® Retrieve and record information from non-fiction. ® 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.

St Paul's Reading Curriculum

Year 4 Autumn Term

Ashley Booth Guided Reading sessions

VIPERS Poetry	VIPERS Disney Songs	VIPERS Fiction Novels	VIPERS Songs	VIPERS Fiction Rivers	VIPERS Non/Fiction Habitats	VIPERS Non/Fiction Money	VIPERS Non-Fiction Recycling	VIPERS Fiction Remembrance	VIPERS Non/Fiction Rabbits	VIPERS Non/Fiction Teeth	VIPERS Fiction Children's Classics	VIPERS Poetry	VIPERS Musicals
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Class Novel: The Lion, The Witch and The Wardrobe by CS Lewis

Independent Reading – Accelerated Reader

Ⓢ Read and understand meaning of words on Y3/4 word list. Ⓢ Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Ⓢ Extend skills of decoding (using phonics) to work out more complex words, including those with unusual spelling patterns. Ⓢ Listen to and discuss a range of fiction (stories), poetry, plays, non-fiction (factual books). Ⓢ Read a wide range of fiction and non-fiction books. Ⓢ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Ⓢ Identifying themes and conventions in a wide range of books. Ⓢ Recognising some different forms of poetry. Ⓢ Use expression and volume when reading aloud. Ⓢ Note of punctuation when reading aloud. Ⓢ Using dictionaries to check the meaning of words that they have read. Ⓢ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ⓢ Asking questions to improve their understanding of a text. Ⓢ Identifying main ideas drawn from more than one paragraph and summarising these. Ⓢ Draw simple inferences about events in a story, such as work out how a character might be feeling from clues in the story and justifying inferences with evidence. Ⓢ Make predictions about what might happen next in a story from details stated & implied. Ⓢ Identify words and phrases that have been chosen to interest the reader. Ⓢ Children begin to identify how authors choose words for effect (e.g. by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross') Ⓢ Retrieve and record information from non-fiction. Ⓢ 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.

St Paul's Reading Curriculum

Year 5 Autumn Term

Ashley Booth Guided Reading sessions

VIPERS Fiction Novel	VIPERS Disney Songs	VIPERS Fiction Picture books	VIPERS Non-Fiction Changing Materials	VIPERS Fiction Great Openings	VIPERS Fiction Michael Morpurgo	VIPERS Fiction Novel	VIPERS Novels Street Child	VIPERS Novels Street Child	VIPERS Novels Street Child	VIPERS Novels Street Child	VIPERS Novels Street Child	VIPERS Novels Street Child	VIPERS Novels Street Child
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Class Novel: The Boy at the Back of the Class by Onjali Q. Rauf	Class Novel: Street Child by Berlie Doherty
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Independent Reading – Accelerated Reader

® Read and understand meaning of words on Y5/6 word list. ® Use knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. ® Read and discuss a wide range of fiction (stories), non-fiction/reference (factual books), poetry and plays. ® Make comparisons between different books, or parts of the same book. ® Read a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. ® Identify and discuss themes and conventions across a wide range of writing. ® Perform plays and poems using volume and expression to convey meaning. ® Identify and discuss themes across a wide range of writing. ® Develop an understanding of texts, including exploring the meaning of words in certain situations. ® Asking questions to improve their understanding of a text. ® Summarise ideas drawn from more than one paragraph, identifying key details. ® Identify how the language used, the structure and layout of a text help meaning ® Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ® Predict future events from details either written in a text or by 'reading between the lines' ® Identify how the language used, the structure, and layout of a text help meaning. ® Discuss how authors use language, including figurative language, to affect the reader language. ® Discuss words and phrases that capture the reader's interest and imagination. ® Distinguish between statements of fact and opinion. ® Retrieve and record and present information from non-fiction. ® Participate in discussions about books, building on and challenging ideas. ® Make book recommendations, giving reasons for choices. ® Explain and discuss understanding of reading. ® Participate in formal presentations and debates about reading. ® Provide reasoned justifications for views.

St Paul's Reading Curriculum

Year 6 Autumn Term

Ashley Booth Guided Reading sessions

VIPERS Myths and Legends Beowulf	VIPERS Myths and Legends Children of Lir	VIPERS Myths and Legends Cuchulann	VIPERS Myths and Legends Finn McCool	VIPERS Myths and Legends Gelert the Faithful Hound	VIPERS Myths and Legends Robert the Bruce	VIPERS Myths and Legends The Lambton Worm	VIPERS Evolution A Finch Solution	VIPERS Evolution What is Evolution?	VIPERS Evolution Charles Darwin	VIPERS Evolution Common Descent	VIPERS Assessment	VIPERS Evolution Diary from the Beagle	VIPERS Consolidation
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Class Novel: Viking Boy Tony Bradman

Class Novel: Beowulf by Michael Morpurgo

Independent Reading – Accelerated Reader

Ⓢ Read and understand meaning of words on Y5/6 word list. Ⓢ Use knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Ⓢ Read and discuss a wide range of fiction (stories), non-fiction/reference (factual books), poetry and plays. Ⓢ Make comparisons between different books, or parts of the same book. Ⓢ Read a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Ⓢ Identify and discuss themes and conventions across a wide range of writing. Ⓢ Perform plays and poems using volume and expression to convey meaning. Ⓢ Identify and discuss themes across a wide range of writing. Ⓢ Develop an understanding of texts, including exploring the meaning of words in certain situations. Ⓢ Asking questions to improve their understanding of a text. Ⓢ Summarise ideas drawn from more than one paragraph, identifying key details. Ⓢ Identify how the language used, the structure and layout of a text help meaning Ⓢ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Ⓢ Predict future events from details either written in a text or by 'reading between the lines' Ⓢ Identify how the language used, the structure, and layout of a text help meaning. Ⓢ Discuss how authors use language, including figurative language, to affect the reader language. Ⓢ Discuss words and phrases that capture the reader's interest and imagination. Ⓢ Distinguish between statements of fact and opinion. Ⓢ Retrieve and record and present information from non-fiction. Ⓢ Participate in discussions about books, building on and challenging ideas. Ⓢ Make book recommendations, giving reasons for choices. Ⓢ Explain and discuss understanding of reading. Ⓢ Participate in formal presentations and debates about reading. Ⓢ Provide reasoned justifications for views.