



**CITY ACADEMY WHITEHAWK**



# **Reading Curriculum Progression Overview**

Updated 2024



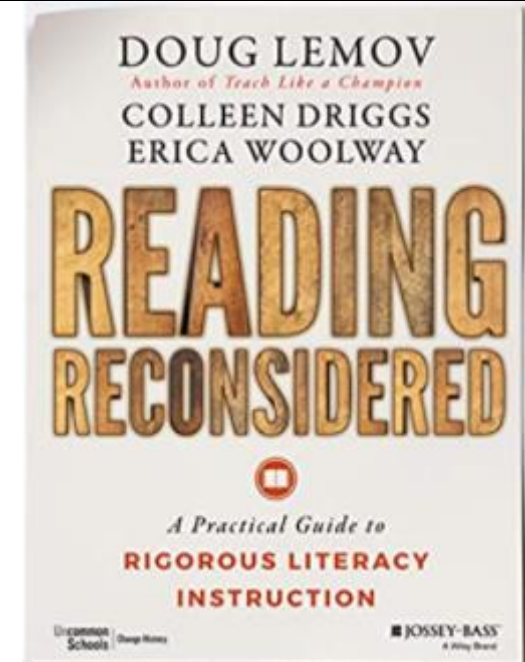


## The Teaching of KS2 Reading

To best meet the needs of children in Reading, we use a set of teaching principles outlined in *Reading Reconsidered* by Doug Lemov. At CAW, Reading is taught as a whole-class from a high-quality text and aims to enable children to forge futures as lifelong readers. Children are taught in a low-threat, high-accountability environment, where all children are enabled to be successful readers in their own right. We will accelerate pupil progress through the teaching of challenging novels and complementing and supplementing this reading with a skilful use of linked texts and non-fiction.






For independent reading in the classroom, we use Accountable Independent Reading, an approach that helps ensure that independent reading is accountable and of high quality. For students reading aloud, we use Control the Game: a subtle engineering of how you call on students to read aloud in a way which ensures that not only the primary reader but all readers are benefiting. For more information on these principles, see below.

Non-fiction is taught alongside the main text in order to assist with pupils' comprehension and to enable deeper analysis of key themes. Children should also have access to more resistant complimentary texts alongside the class book. See below for more details.









## KS1 Read Write Inc. Pathway

Group	In Speed Sounds lessons, teach children to:		To progress into the next group children should be able to:
Speed Sounds A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Speeds Sounds B		Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Speed Sounds C		Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditty		Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red		Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily including ll, ff, ss, and ck Read words with Special Friends; words with double consonants and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk



Green		<p>Read Set 2 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1 Phonics Green Words</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers</p>	<p>Read Word Time 1.6 and 1.7 words</p> <p>Read 4 and 5 sound nonsense words with Fred Talk</p> <p>Read previously taught words with Set 1 sounds speedily</p>
Purple		<p>Read Set 2 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1 Phonics Green Words</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers</p> <p><b>Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words.</b></p>	<p>Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily</p> <p>Read these sounds in real words and nonsense words with Fred Talk</p> <p>Read previously taught words with Set 1 sounds speedily</p>
Pink		<p>Read Set 2 sounds and matching Phonics Green Words including longer words.</p> <p>Review Set 1 and 2 Phonics Green Words</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers</p> <p><b>Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words.</b></p>	<p>Read all Set 2 sounds speedily</p> <p>Read these sounds in real words and nonsense words with Fred Talk</p> <p>Read previously taught words with Set 1 and 2 sounds speedily</p>
Orange		<p>Read Set 3 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1 and 2 Phonics Green Words</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers: focus on Set 2 words</p>	<p>Read Set 1 and Set 2 sounds in longer words</p> <p>Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words</p> <p>Read previously taught words with Set 1 and Set 2 sounds speedily</p>





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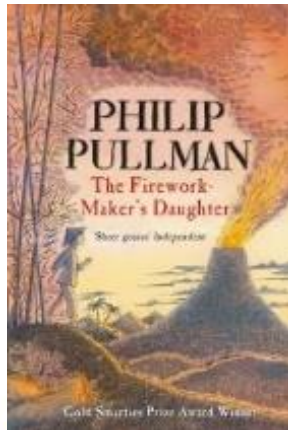
AURORA  
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Yellow		<p>Read Set 3 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1, 2 and 3 Phonics Green Words</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily</p> <p>Read these sounds in real words and nonsense words</p> <p>Read a passage at 60-70 words per minute, attempting intonation to show comprehension</p>
Blue		<p>Read Set 3 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1, 2 and 3 Phonics Green Words</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read all Set 3 sounds speedily</p> <p>Read Set 3 Sounds in real words and nonsense words</p> <p>Read a passage at 70-80 words per minute, attempting intonation to show comprehension</p>
Grey		<p>Read unfamiliar multi-syllabic words</p> <p>Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words</p>	<p>Read all Set 3 sounds in nonsense words</p> <p>Read multi-syllabic words containing Set 1, 2 and 3 sounds</p> <p>Read a passage at 80-90+ words per minute with intonation that shows some comprehension</p>
RAINBOW	<ul style="list-style-type: none"> <li>Applying phonic knowledge to longer texts, to read with fluency in the first instance</li> <li>Demonstrate independent comprehension, in written format from the NC</li> <li>Read fluently at 90+ words per minute</li> <li>Begin to read with expression and 'voice choice'</li> <li>Begin to read with stamina</li> </ul>		
Year 2 Summer Term	<p>In the summer term, as deemed appropriate by teachers and reading leaders, Year 2 will study The Iron Man by Ted Hughes to embed their comprehension skills and focus on next phase readiness ahead of Year 3.</p>		

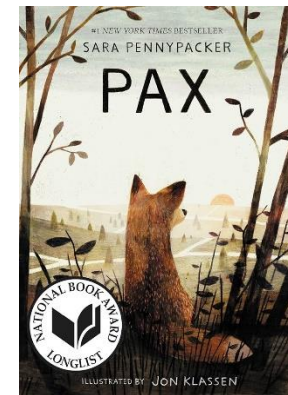
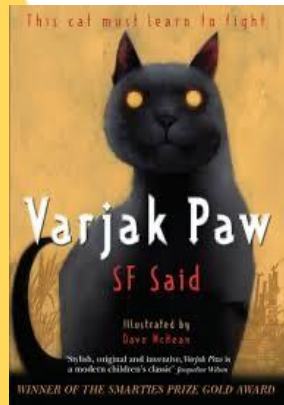


## KS2 Reading Reconsidered

### Year 3

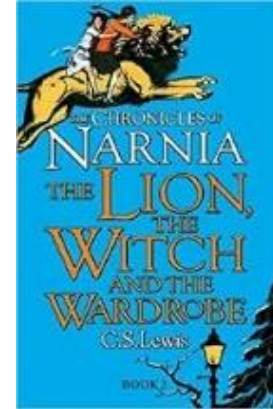
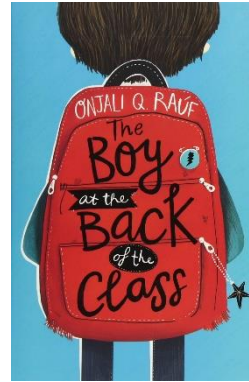


### Year 4

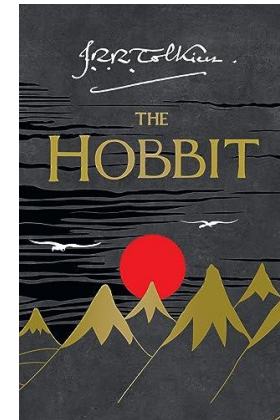
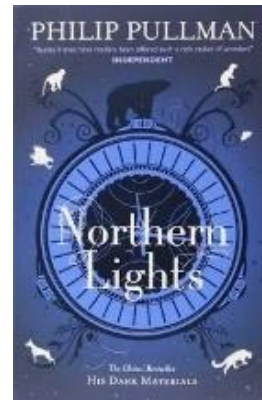
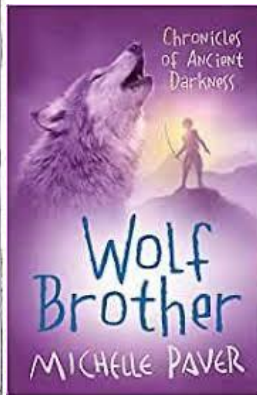
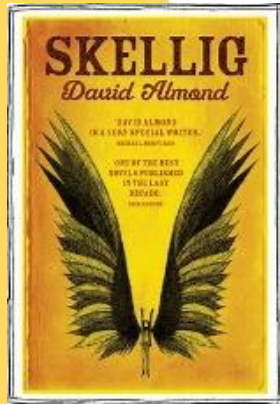




## Year 5

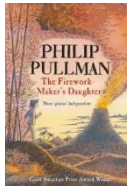




## Year 6





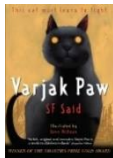



Year 3												
	Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Reading												
			Themes: Feminism, Respect, Perseverance, Courage, Friendship, Family  Complexity: 5.3				Themes: Friendship, Adventure, Teamwork, Innocence, Danger, Loyalty  Complexity: AR 5.5				Themes: Rights of passage, Morality, Freedom, Adventure, Determination, Honesty, Virtue, Leadership, Teamwork  Complexity: AR 5.4	
	<p>⇒ Some children receive highly scaffolded questions to reduce writing barrier</p> <p>⇒ All children receive a number of questions that get progressively harder. Questions hit all National Curriculum objectives and in most lessons, children will be required to answer questions on retrieval, inference, prediction and summarising.</p>											
<p>In Years 3 and 4, pupils will be taught to:</p> <ul style="list-style-type: none"><li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li><li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul> <p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"><li>▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>▪ reading books that are structured in different ways and reading for a range of purposes</li><li>▪ using dictionaries to check the meaning of words that they have read</li><li>▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>▪ identifying themes and conventions in a wide range of books</li><li>▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>▪ discussing words and phrases that capture the reader's interest and imagination</li><li>▪ recognising some different forms of poetry [for example, free verse, narrative poetry]</li></ul> <p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"><li>▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>▪ asking questions to improve their understanding of a text</li><li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>▪ predicting what might happen from details stated and implied</li><li>▪ identifying main ideas drawn from more than one paragraph and summarising these</li><li>▪ identifying how language, structure, and presentation contribute to meaning</li><li>▪ retrieve and record information from non-fiction</li><li>▪ participating in discussions 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>												


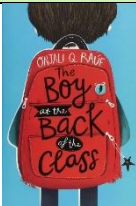
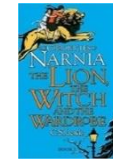




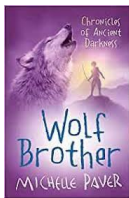
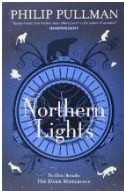
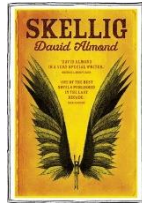


Year 4							
	Autumn One		Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Reading							
		Themes: Family, Friendship, Danger and Loss, Responsibility, Betrayal, Self-Doubt, Finding Identity  Complexity: 3.8		Themes: Friendship, Love, Courage, Survival, Politics, Protests, Hope, Perseverance, Family  Complexity: 4.1		Themes: Love, family, abandonment, courage, environmentalism, separation, friendship, empathy  Complexity: 5.3	
	<p>⇒ Some children receive highly scaffolded questions to reduce writing barrier</p> <p>⇒ All children receive a number of questions that get progressively harder. Questions hit all National Curriculum objectives and in most lessons, children will be required to answer questions on retrieval, inference, prediction and summarising.</p>						
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Year 6						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Reading						
		<p>Themes: Friendship, Identify, Belonging, Growing, Learning where she's from</p> <p>Complexity: 5.2</p>		<p>Themes: Refuge, war, friendship, democracy, agency, friendship, family, separation, reunion</p> <p>Complexity: 5.4</p>		<p>Themes: Good vs Evil, Betrayal, Forgiveness, Courage, Transformation</p> <p>Complexity: 5.7</p>
	<p>⇒ Some children receive highly scaffolded questions to reduce writing barrier</p> <p>⇒ All children receive a number of questions that get progressively harder. Questions hit all National Curriculum objectives and each lesson, children will be required to answer questions on retrieval, inference, prediction and summarising.</p>					
	<p>In Year 5 and 6 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>provide reasoned justifications for their views</li> </ul>					



	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Reading						
		<p>Themes: Companionship, Loss and new beginnings, Reaching your potential</p> <p>Complexity: 4.5</p>		<p>Themes: Gender roles, Dichotomy of religion and science, Socioeconomic status (class systems), Bildungsroman</p> <p>Complexity: 6.2</p>		<p>Themes: Bereavement and Death, Ambiguity and lack of closure, Faith, Decay</p> <p>Complexity: 3.5</p>
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