

Key Stage 2 Reading – National Curriculum coverage and sequencing checker

KNOWLEDGE/SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS1, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
Word Reading	<ul style="list-style-type: none"> ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	Year 3 and 4	<p>Daily spelling session focusing on word reading aspects and linked to phonics.</p> <p>Spelling Shed App resource</p> <p>Accelerated Reader scheme</p> <p>Regular Author/Poet visits and workshops</p> <p>At least 1 weekly reading focus lesson embedded within English units of work adapted from Hamilton.</p> <p>Independent, guided reading and 1:1 reading opportunities weekly.</p> <p>Stone Age to Iron Age Topic: Stone Age Boy text, Stig of the Dump text, Letters, Adventure story Recount, Information leaflet, Poetry-humorous poems and kennings.</p> <p>Extreme Earth Topic: Hot seating/ interviews- Bear Grylls, Robinson Crusoe, What the sea saw text, Haiku/ shape poems, Non-fiction writing on Extreme weather -glossaries.</p> <p>Walt Disney Topic: Fairy tales, Playscripts, Creating imagery, Rhyming, Biography.</p> <p>Roman Britain Topic: Horrible histories links Newspaper reports about battles – using bias</p>	

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	<p>♣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.</p>	<p>Year 5 and 6</p>	<p>Persuasive writing- estate agent Drama and hot seating to retell Myths and Legends – Romulus and Remus</p> <p>Wonderland Topic: Alice in Wonderland the text Alternative versions Author study –Lewis Carroll Card games – linked to Queen of Hearts Make inferences and predictions Imaginative story writing Recipes Drama and characterisation Settings work Inferences-how do we know this is an older text? Mock trial – who stole the tarts? Argument and law. Nonsense poems – Jabberwocky –Lewis Carroll Riddles and morals</p> <p>Tomb Raiders Topic: Howard Carter- diary writing Horrible histories links Time travelling Cat book Hieroglyphic wiring- communication Scribes as a job Rosetta Stone Hot seating Drama</p> <p>Daily spelling session focusing on word reading aspects and linked to phonics.</p> <p>Spelling Shed App resource</p> <p>Accelerated Reader scheme</p> <p>National Poetry Day</p> <p>Regular Author/Poet visits and workshop</p>	
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		<p>Book Based English units adapted from Hamilton.</p> <p>Year 6 Interim Framework</p> <p>At least 1 weekly reading focus lesson embedded within English units of work adapted from Hamilton.</p> <p>Independent, guided reading and 1:1 reading opportunities weekly.</p> <p>Yr 5 Mission X Topic: Science fiction texts Debate about moon landing Creative writing about life on another planet – Avatar, home Roald Dahl day Recounts (UFO diaries, Extreme UFOs and aliens) Observational poetry Biographies/autobiographies Fiction – spooky stories Travel brochures – persuasive writing Classic poetry</p> <p>Yr 5 The Only Way is Wessex Topic: Cultural stories Goth girl Classic poems Recount/diary entry Reports and journalistic writing Argument and debate</p> <p>Yr 5 Who Let the Gods Out? Topic: Playscripts Poems Greek myths Persuasive writing Fantasy stories Non-Fiction letters</p> <p>Yr 6 Ancient Maya Topic: Outsiders Fiction, Blogs and</p>	
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		<p>reports, Villainous characters.</p> <p>Yr 6 WW2 Topic: Historical Stories, Chronological reports, War Poetry.</p> <p>Yr 6 Tudors Topic: Classic fiction, Instructions and Explanations, Drama.</p> <p>Yr 6 Exploration Topic: Modern classic fiction, Recounts Dialogue poems.</p> <p>Yr 6 Spring 1 Topic (SATS) - Narrative poems</p> <p>Yr 6 Shang Dynasty Topic: Significant authors, Information texts, Choral or performance poems.</p>	
<p>Reading Comprehension</p>	<ul style="list-style-type: none"> ♣ develop positive attitudes to reading and understanding of what they read by: ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ 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 <p>English – key stages 1 and 2 26 Statutory requirements</p> <ul style="list-style-type: none"> ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] ♣ understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<p>Year 3 and 4</p> <p>Daily spelling session focusing on word reading aspects and linked to phonics.</p> <p>Spelling Shed App resource</p> <p>Accelerated Reader scheme</p> <p>Regular Author/Poet visits and workshops</p> <p>At least 1 weekly reading focus lesson embedded within English units of work adapted from Hamilton.</p> <p>Independent, guided reading and 1:1 reading opportunities weekly.</p> <p>Stone Age to Iron Age Topic: Stone Age Boy text, Stig of the Dump text, Letters, Adventure story Recount, Information leaflet, Poetry-humorous poems and kennings.</p> <p>Extreme Earth Topic: Hot seating/ interviews- Bear Grylls, Robinson Crusoe, What the sea saw text, Haiku/ shape poems, Non-fiction writing on Extreme</p>	

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	<ul style="list-style-type: none"> ♣ reading books that are structured in different ways and reading for a range of purposes ♣ 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 English – key stages 1 and 2 34 Statutory requirements ♣ recommending books that they have read to their peers, giving reasons for their choices ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ learning a wider range of poetry by heart ♣ 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 ♣ understand what they read by: <ul style="list-style-type: none"> ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <ul style="list-style-type: none"> ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ 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 ♣ 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 ♣ provide reasoned justifications for their views. 	<p>Accelerated Reader scheme</p> <p>National Poetry Day</p> <p>Regular Author/Poet visits and workshops</p> <p>Book Based English units adapted from Hamilton.</p> <p>At least 1 weekly reading focus lesson embedded within English units of work adapted from Hamilton.</p> <p>Independent, guided reading and 1:1 reading opportunities weekly.</p> <p>Year 6 Interim Framework</p> <p>Yr 5 Mission X Topic: Science fiction texts Debate about moon landing Creative writing about life on another planet – Avatar, home Roald Dahl day Recounts (UFO diaries, Extreme UFOs and aliens) Observational poetry Biographies/autobiographies Fiction – spooky stories Travel brochures – persuasive writing Classic poetry</p> <p>Yr 5 The Only Way is Wessex Topic: Cultural stories Goth girl Classic poems Recount/diary entry Reports and journalistic writing Argument and debate</p> <p>Yr 5 Who Let the Gods Out? Topic: Playscripts Poems</p>	
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			<p>Greek myths Persuasive writing Fantasy stories Non-Fiction letters</p> <p>Yr 6 Ancient Maya Topic: Outsiders Fiction, Blogs and reports, Villainous characters.</p> <p>Yr 6 WW2 Topic: Historical Stories, Chronological reports, War Poetry.</p> <p>Yr 6 Tudors Topic: Classic fiction, Instructions and Explanations, Unit Drama.</p> <p>Yr 6 Exploration Topic: Modern classic fiction, Recounts Dialogue poems.</p> <p>Yr 6 Spring 1 Topic (SATS) - Narrative poems</p> <p>Yr 6 Shang Dynasty Topic: Significant authors, Information texts, Choral or performance poems.</p>	
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<p>Spoken Language</p> <p>(National Curriculum Objectives are the same across Years 1-6)</p>	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication. 	<p>Year 3, 4, 5 and 6.</p>	<p>Within English Units of work adapted from Hamilton are embedded lessons focusing on drama and performance.</p> <p>Guided Reading and 1:1 reading sessions.</p> <p>Through daily social interaction and PSHCE lessons</p> <p>Role Play within lessons/in class role play areas</p> <p>Class Assemblies/school performances such as Harvest, Christmas, Young Voices etc.</p> <p>Coverage across all year groups topics as stated above.</p> <p>Year 6 Interim Framework.</p>	
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Gaps/Areas for Improvement/Other:

- Consider a way to track/assess spoken language– using stepping stones/Interim?
- Year 6 Spring 1 Topic appears to be called 'SATS' this needs to be changed to a topic – full coverage
- Check/improve guided reading across KS2 – What's being used? How can we improve it? Is it beneficial?
- Check all year KS2 groups have at least 1 reading focus lesson each week linked to their English unit
- KS2 Role play areas/hot seating areas – check these are still being used? How? Is it worth it?
- Check short term planning for drama/performance over each half term
- Unit – Recounts comes up throughout KS2 – explore progression within recounts –what are they being given to read/do/resources used?
- Develop use of Accelerated Reader data side further to assist teachers assess these objectives of reading and more.
- Start Year 3 using Spelling Shed
- Consider adapting Newspaper Reports/Letter Writing to include more modern forms of writing too e.g. blogs, vlogs (spoken language), emails etc.
- Develop whole school Ebook access
- Year 6 are doing a different topic each half term – widen children's experiences/knowledge of texts and vocabulary by doing this in the rest of KS2 too?
- Traditional Tales appears in KS1 and LKS2 – How are these different? Explore further into planning.