

KING STREET PRIMARY SCHOOL
READING OVERVIEW 2022-23

Nursery (N2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Endpoint	Children will develop listening skills and awareness of sounds in the environment, and identify and remember the differences between sounds	Children will develop understanding of sounds and rhythms, distinguish between sounds and remember patterns of sound, and talk about the different sounds that make up words	Children will develop understanding of repetition, identify and join in with repeated sounds and phrases, and increase awareness of words that rhyme	Children will develop awareness of rhythm and rhyme in speech, develop knowledge about rhyme, talk about words that rhyme and produce rhyming words	Children will explore characters in stories and develop some simple sequencing when retelling familiar stories	Children will listen to stories with increasing attention and describe some key events in a story, and develop oral blending and segmenting of words
Text(s) *Power of Reading	We Are All Different Ten Little Fingers and Ten Little Toes Anyone Can Be My Friend	Funny Bones Peepo In Every House on Every Street	My Mum and Dad make me Laugh You Can't Call an Elephant in an Emergency Be Kind	The Very Hungry Caterpillar The Odd Egg Guess How Much I Love You in the Spring Poppy and the Blooms	Jasper's Beanstalk The Wonderful things You will be The Tiger Who Came to Tea	Rosie's Walk Omar the Bees and Me Toddle Waddle

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Endpoint	Children will talk about the different sounds that make up words, and demonstrate understanding by retelling stories	Children will develop understanding of alliteration and repetition	Children will describe and sequence the main settings, events and key characters in familiar stories	Children will join in with repeated refrains and anticipate key events and phrases in rhymes and stories	Children will develop awareness of how stories are structured (beginning, middle & end), and retell stories using their own words and recently-introduced vocabulary	Children will use and understand recently introduced vocabulary in discussions about stories and in role play, and explore how characters are feeling (simple inference)
Text(s) *Power of Reading	Astro Girl* A New House For Mouse* Owl Babies* Ten Little... series	Aaaargh Spider!* We're Going on a Bear Hunt* Ruby's Worry*	On Sudden Hill* The Everywhere Bear*	What the Ladybird Heard* Handa's Surprise*	The Naughty Bus* Stanley's Stick* *Jack and the Beanstalk	Surprising Sharks* Never not eat a Tomato* Yucky Worms*
Phonics	Phonological Awareness - games for consolidation Phase 2 Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r	Phase 2 Set 5: h, b, f, ff, l, ll, ss Phase 2 sets 3, 4, 5 recap for some children Tricky Words <ul style="list-style-type: none"> to the no go into 	Phase 3 Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Tricky Words <ul style="list-style-type: none"> he she we me be was you they all are my her 	Phase 3 Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	Phase 4 – Adjacent consonants (cvcc) (ccvc) Tricky Words <ul style="list-style-type: none"> said have like so do some come 	Phase 4 – Adjacent consonants (ccvcc/ccvcv/ccvcc) Tricky Words <ul style="list-style-type: none"> were there little one when out what

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Endpoint	Children will apply phonic knowledge to decode words, and recognise and join in with predictable phrases	Children will explain clearly their understanding of what is read to them, and begin to make simple inferences	Children will be able to discuss word meanings, linking new meanings to those already known	Children will begin to predict what might happen on the basis of what has been read so far	Children will begin to make inferences on the basis of what is being said and done	Children will listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, and begin to apply this to their own reading
Text(s) *Power of Reading	The Jolly Postman – Allan Ahlberg * Rapunzel – Bethan Woollvin	The Adventures of Egg Box Dragon – Richard Adams *	The Snail and the Whale – Julia Donaldson * Poems to Perform – Julia Donaldson	Out and About – Shirley Hughes *	Leaf – Sandra Dieckmann *	One day on our Blue Planet: In the Savannah – Ella Bailey *
Reading Spine Link	Complexity of plot/symbol The Red Tree Wanted: The perfect pet	Archaic Texts The Cat In the Hat The Little House Traditional Tales Aesops Fables	Resistant Texts The Colour Monster	Complexity of the Narrator The day the crayons quit The true story of the 3 little pigs Fantastic Mr Fox	Non-Linear Time Sequences The stinky cheese man and other fairly stupid tales	
Phonics	*Revision of Phase 3 *ai, ee, igh, oa *oo (long), oo (short) *ar, or, ur, ow, ai *ear, air, ure, er	*Phase 4 *ad jacent consonants *Phase 5 *wh, ph *ay, a-e, eigh/ey/ei (long a)	*Phase 5 *ea, e-e, ie/ey/y (long e) *ie, i-e, y, l (long i) *ow, o-e, o/oe (long o)	*Phase 5 *ew, ue, u-e (long o), u/oul (short oo) *aw, au, al *ir, er, ear *ou, oy	*Phase 5 *ere/eer, are/ear *c, k, ck, ch *c(e)/c(i)/c(y), sc/st(l), se *g(e)/g(i)/g(y), dge *le, mb, kn/gn/ wr *tch, sh, ea, zh, w(a), o	*Introduction to Phase 6: Prefixes (un-, re-) & Suffixes (-s, -es, -ed, -ing, -er, -est)
VIPERS Focus	Retrieval Sequence	Retrieval Inference	Retrieval Vocabulary	Retrieval Prediction	Retrieval Inference	Retrieval Explanation
Linked Writing Outcomes	*Instructions (lists & captions)		*Instructions *Non-chronological report (information)		*Poetry (riddles) *Recount (report – voiceover script)	

	*Narrative (everyday settings, lists & simple sentences) *Narrative (retelling familiar stories)	*Narrative (familiar stories) *Poetry (simple list + performance)	*Narrative (animal stories)
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Endpoint	Children will confidently discuss the sequence of events in books and how items of information are related, and secure phonic decoding until reading is fluent	Children will make inferences on the basis of what is being said and done, and ask and answer their own questions from stems	Children will be able to recognise simple recurring literary language in stories and poetry, and discuss and clarify the meanings of words, linking new meanings to known vocabulary	Children will make inferences on the basis of what is being said and done, and explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Children will be able to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Children will confidently predict what might happen on the basis of what has been read so far, beginning to link this with similar texts they have read or shared
Text(s) *Power of Reading	Beegu – Alexis Deacon * Can I build another Me? – Shinsiku Yoshitake	The Lonely Beast – Chris Judge * The Smart Cookie – Jory John	The Story Tree – Hugh Lupton * The Owl who was afraid of the dark – Jill Tomlinson	Into the Forest – Anthony Browne * Inside the Villains – Clothilde Perrin	The Storm Whale – Benji Davies * Great Women who saved the planet – Kate Pankhurst	The Journey Home – Frann Preston-Gannon Dear Earth – Isabel Otter Pip and Egg – Alex Latimer
Reading Spine Link		Complexity of plot/symbol Slug needs a Hug	Archaic texts Traditional Tales	Complexity of narrator The 3 Little Wolves and the Big Bad Pig	Non-linear time sequence Voices in the Park	Resistant texts Tadpole's Promise
Phonics	*Revision of Phase 5	*Revision & application of Phase 5 (fluency)	*Phase 6: Suffixes (spelling rules)	*Phase 6: Prefixes (spelling rules)		
VIPERS Focus	Retrieval Sequence	Inference	Vocabulary	Inference Explanation	Retrieval Sequence	Retrieval Prediction
Linked Writing Outcomes	*Narrative (character description) *Narrative (retell a familiar story) *Recount (trip) *Poetry (list poem)		*Non-chronological report *Recount (biography) *Poetry (performance) *Narrative (alternative fairy tale) *Instructions		*Narrative (short story) *Recount (diary) *Poetry (calligrams & diamante poems)	

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Endpoint	Children will retrieve and record information from a wide range of fiction and non-fiction texts	Children will begin to discuss words and phrases that capture the reader's interest and imagination, and apply their growing knowledge of root words, prefixes and suffixes	Children will draw inferences such as inferring characters' feelings, thoughts and motives from their actions	Children will participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say	Children will be able to predict what might happen from details stated, and begin to make inferences from implied details	Children will draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to ask questions to improve their understanding of a text
Text(s) *Power of Reading	Ug – Raymond Briggs * How to Wash a Woolly Mammoth – Michelle Robinson The Street Beneath My Feet – Charlotte Guillain	The Pebble in my Pocket – Meredith Hooper *	The Iron Man – Ted Hughes	The Wild Robot – Peter Brown *	Beowulf – Michael Morpurgo	Anglo Saxon Boy – Tony Bradman
Reading Spine Link		Archaic Texts Beauty and the Beast 5 Children and It	Complexity of Plot The Tunnel Revolting Rhymes (poetry)	Complexity of the Narrator The Five Realms: The Legend of Podkin One-Ear Woof	Resistant texts The Mysteries of Harris Burdick Topsy Turvy World (poem)	Non-linear time sequences The Butterfly Lion
VIPERS Focus	Retrieval Sequence	Vocabulary	Retrieval Inference	Explanation	Prediction	Summarise Inference
Linked Writing Outcomes	*Playscript *Instructions *Poetry (simple rhyme) *Narrative (retelling a familiar story) *Non-chronological report		Poetry (free verse) *Recount (newspaper report) Narrative (short story) *Explanation		*Poetry (kennings) *Explanation *Narrative (historical) *Recount (book review)	

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Endpoint	Children will identify main ideas drawn from more than one paragraph and summarise these; and develop familiarity and confidence with retrieving information from texts structured in different ways	Children will discuss words and phrases that capture the reader's interest and imagination, and develop strategies for decoding meanings of unfamiliar words (root words and etymology)	Children will draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Children will predict what might happen from details stated (and implied), making links with and across texts they have read	Children will be able to identify how language, structure, and presentation contribute to meaning, and identify themes and conventions in a wide range of books	Children will ask questions to improve their understanding of a text, and participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say
Text(s) *Power of Reading	The Village That Vanished – Ann Grifalconi *	Jabberwocky – Lewis Carroll (poetry)	Firebird – Saviour Pirotta * The Land of Roar – Jenny McLachlan	The Ice Bear – Jackie Morris * Here We Are – Oliver Jeffers	The Last Bear – Hannah Gold One Plastic Bag – Miranda Paul * Little People, Big Dreams series If the World Were A Village – David J. Smith	Oliver and the Seawigs – Philip Reeve
Reading Spine Link	Non-Linear Time Sequences The Firework Maker's Daughter – Philip Pullman	Archaic Texts Alice's Adventures in Wonderland – Lewis Carroll	Resistant Texts Something Told the Wild Geese – Rachel Field (poetry)	Complexity of Plot/Symbol Dream Variations – Langston Hughes (poetry)		Complexity of the Narrator The Witches – Roald Dahl
VIPERS Focus	Retrieval Summarise	Vocabulary	Inference	Prediction	Retrieval Explanation	Inference Vocabulary
Linked Writing Outcomes	*Narrative (adventure/quest) *Recount (newspaper report) *Persuasion (speech) *Poetry (word play & rhyme) *Explanation		*Narrative (folk tale) *Non-chronological report *Poetry (narrative) *Instructions		*Playscript *Narrative (mystery) *Recount (letters & diaries) *Persuasion (letter) Poetry (performance)	

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Endpoint	Children will develop strategies to retrieve information from a wide range of texts, and draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence	Children will be able to apply their knowledge of root words, etymology, prefixes and suffixes to understand the meaning of new words, and identify how language, structure and presentation contribute to meaning	Children will be able to predict what might happen from details stated and implied, and begin to justify this with evidence and provide reasoned justifications for their views	Children will be able to identify and begin to discuss and explain themes and conventions in and across a wide range of writing	Children will be able to summarise the main ideas drawn from more than one paragraph, identifying some details to support the main ideas	Children will be able to identify and begin to discuss themes and conventions in and across a wide range of writing, discuss how and why vocabulary has been selected, and
Text(s) *Power of Reading	The Boy at the Back of the Class – Onjali Q. Rauf * The Time-Travelling Cat and the Egyptian Goddess – Julia Jarman The Tale of Three Brothers – J. K. Rowling		Cosmic – Frank Cottrell-Boyce * Cosmic Disco – Grace Nichols * Skellig – David Almond		The Great Kapok Tree – Lynne Cherry * The Chocolate Tree – Linda Lowery The Curse of the Maya – Johnny Pierce, Andy Loneragan	
Reading Spine Link	Archaic Texts The Raven – Edgar Allen Poe		Non-linear Time sequence Cosmic – Frank Cottrell-Boyce Complexity of Plot/Symbol Skellig – David Almond		Resistant Texts The Tyger – William Blake Complexity of the Narrator The Pebble in my Pocket – Meredith Hooper	
VIPERS Focus	Retrieval Inference	Vocabulary	Inference Prediction	Explanation	Summarise	Vocabulary Inference
Linked Writing Outcomes	Non-chronological report *Poetry (narrative) *Persuasion (advert)		*Instructions *Narrative (myths & legends) *Explanation *Poetry (performance)		*Playscript *Persuasion (letter) *Poetry (free verse) *Recount (newspaper report)	

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Endpoint	Children will be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Children will be able to provide reasoned justifications for their views and identify and discuss themes and conventions in and across a wide range of writing (including language)	Children will be able to make comparisons within and across books, and recommend books (with reasons) to their peers	Children will be able to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Children will be able to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, and explain their own responses to vocabulary choices	Children will be able to participate in discussions about books, building on their own and others' ideas and challenging views courteously, make comparisons within and across books, and develop and articulate personal reading preferences
Text(s) *Power of Reading	Rose Blanche – Ian McEwan * Letters From The Lighthouse – Emma Carroll		Street Child – Berlie Doherty * Wild Boy – Rob Lloyd Jones		A Monster Calls – Patrick Ness * The Infinite Lives of Maisie Day – Christopher Edge	
Reading Spine Link	Complexity of narrator A Series of Unfortunate Events Complexity of Plot and Symbol In Flanders Fields		Archaic Language The Wonderful Wizard of Oz		Resistant Text A Monster Calls Non-Linear Time Sequence The Infinite Lives of Maisie Day	
VIPERS Focus	Inference Prediction	Vocabulary	Retrieval Explanation	Summarise Vocabulary	Retrieval Vocabulary	Inference
Linked Writing Outcomes	*Recount (diary entry) *Poetry (free verse) *Recount (newspaper report) *Non-chronological report		*Discussion (balanced argument) *Recount (book review) *Narrative (short story with flashbacks) *Poetry (performance)		*Explanation *Poetry (narrative) *Recount (biography) *Instructions	