

# READING

## Rickleton Primary School Curriculum Vision

**We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points.**

**We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.**

**At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.**

# Intent, Implementation, Impact

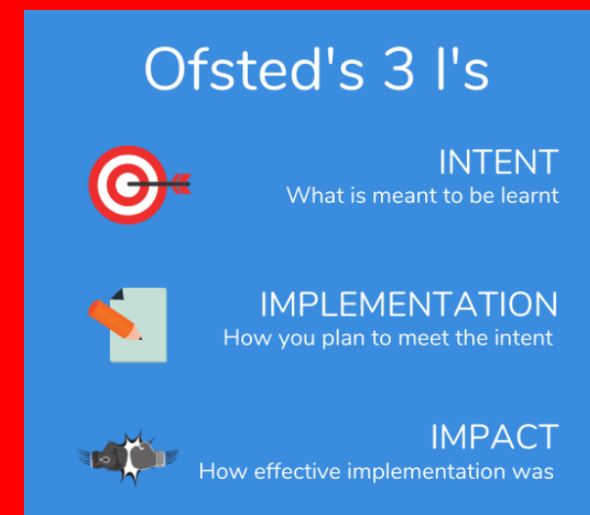
The phrase ‘intent, implementation, impact’ first came to light in 2019 when the new Ofsted inspection framework was launched. The big shift in focus was away from inspectors attempting to judge the quality of teaching and learning by observing lessons. Instead, the focus is now on attempting to judge the quality of education a school provides by, at least in part, interrogating its curriculum and its impact on pupils.

“The *intent* of the curriculum is the content you expect children to learn”

“The *implementation* of the curriculum is concerned with how you realise your intentions”

“The *impact* of the curriculum lies in whether students have learnt the things you’ve taught them”

The next three slides set out how each subject in our curriculum is designed and delivered in order to support our children to be successful. It should be clear how what they do and achieve in one subject supports the overall vision for our pupils.



## Curriculum Intent

Reading INTENT	We INTEND our curriculum to be:	
<p>Our intention is that the Reading curriculum at Rickleton will be creative and inspire our pupils to become passionate readers who have a thirst for knowledge and a determination to read more and know more. Through an inclusive yet challenging curriculum, all children will develop strong basic skills from the very start and continue throughout their journey at Rickleton. These skills will support our children to become fluent, effective readers that are able to confidently transfer these skills to all other areas of their learning.</p> <p>The range of texts used throughout the school are high-quality, vocabulary-rich and carefully chosen to support learners to become equality aware. Our Reading Spine celebrates diversity and allows all to thrive through an inclusive curriculum that leaves no pupil behind. We will provide a safe, supportive environment that enables children to be ambitious, respectful of others in the way they communicate and respond. Above all, providing pupils at Rickleton with the tools to be life-long learners.</p>	Creative	In the way they discuss and debate. The style in which they read, taking account of expression and audience
	Inclusive	Open to all, any ability, any need, regardless of starting points, ability or background
	Challenging	Aspirational texts, broadening vocabulary, range and breadth of texts. Genres covered.
	Develop strong basic skills	Focussing on skills to build fluency and automaticity, strategies that pupils can use to enable them to be confident readers.
	Create transferable skills	Using basic skills and strategies to enable confident word recognition and fluency across all subjects.

# Curriculum Implementation

Reading IMPLEMENTATION	Real-world Opportunities:	Big ideas:
<p>At Rickleton Primary School all classes from Year 2 follow a structured approach to reading activities. Through a structured whole class guided reading approach, basic skills are explicitly developed. By teachers modelling the application of reading skills, children are taught to understand and identify strategies to understand meaning and how to relate the text to themselves, previous reading experience and making them aware of the world around them. Pupils are challenged by having the opportunity to read with greater independence and apply their skills when responding to the wide range of domain questions/ activities.</p> <p>Vulnerable groups are subsequently highlighted, have adapted work within lessons and support staff are then used to support these groups further to ensure progression. They receive intervention in the form of project X code or specifically tailored reading intervention depending on the area they find challenging.</p> <p>Creative and rich reading opportunities are provided across the curriculum, exposing children to a wide range of genres, text types and activities providing context to their learning. Within the Rickleton Reading Spine, high quality texts and passages are chosen that carefully thread the wider curriculum subjects and are appropriate to the expectations of the year group or ability of the class ensuring sessions ambitious but inclusive, so no child is left behind and they build a thirst for knowledge.</p> <p>Class teachers ensure that pupils are reading books from a book band that is most appropriate to their reading ability. We encourage our pupils to read at home every day and ask parents to write in their children’s reading record. The expectation is that an adult listens to a pupil read their book at least once a week. To further promote a love of reading, we have the school library, that provides a wide range of reading materials and is accessed by the whole school. Each class has a timetabled slot and children have the opportunity to borrow books to take home. In the Early Years Foundation Stage, the library slot is used to share stories with peers and focuses on developing a love of reading but also respect for the reading materials that we have.</p> <p>In addition, throughout the school year the importance of reading is celebrated through World Book Day, whole school reading events, termly buddy reading, parent reading workshops and a dedicated Rickleton Reading Team (community volunteers) who read weekly with targeted children. All this focuses on enriching and complementing children’s learning and allowing children to build fluency, confidence and be successful able readers.</p>	<p>World Book Day events are held each year providing pupils with the opportunity to celebrate and read a range of texts types.</p> <p>We hold wider school reading events such as Bring Back the Bedtime story to promote the love of reading with families.</p> <p>Buddy Reading is used as a way of encouraging our older readers to use their reading skills to support younger children in a friendly environment.</p> <p>Signage around school encourages awareness language around us</p> <p>The Rickleton Reading Spine supports staff in exposing children to a wider range of fiction and non fiction.</p> <p>Rickleton Reading Team are our community volunteers who provide further support for some of our more vulnerable pupils or for those children who find reading more challenging</p> <p>The school library is a calm and warm environment that enables our pupils to immerse themselves in a wide variety of texts. Each class visits weekly and are able to take books home.</p> <p>Author visits are provided to promote a love of literature and a wide variety of genres.</p>	<p>Word reading – systematic phonics, learning GPC, developing skill of blending, sharing high quality texts, developing fluency</p> <p>Comprehension–drawing on linguistic knowledge and on knowledge of the world, read widely across a range of genres, develop a love of reading, increase pupils’ vocabulary, develop reading for pleasure</p> <p>Making strong curriculum links – All pupils encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.</p>

# Curriculum Impact

Reading IMPACT	The IMPACT of our curriculum will create pupils who are:	
<p>Teachers continually assess children’s reading. Individual reading to a member of staff will be used to analyse children’s strengths and weaknesses and to plan future work and targets accordingly. Group and Guided reading tasks also provide assessment opportunities. Children’s attainment and progress is regularly monitored and reviewed through tests and teacher and support staff records.</p>	<p><b>Passionate</b></p>	<p>Discussion, book choices, informal chats and discussion with parents, dojo, book fair, WBD, National Poetry day, Reading challenge</p>
<p>More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We want reading to be the golden thread running through a child’s journey at Rickleton. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.</p>	<p><b>Thirst for knowledge</b></p>	<p>Library choices, discussion, clp, pupil voice</p>
<p>Monitoring in reading is important to ensure positive outcomes for pupils; that both coverage and progression are as they should be; and that standards are maintained and improved. This is carried out by the reading lead. And school senior leaders through lesson observations, work sampling, talking to staff/pupils, monitoring plans, analysing data, teacher evaluations and displays.</p>	<p><b>Respectful communicators</b></p>	<p>Discussion, debate, drama, CLP, Readers Theatre</p>
<p>Each Term, teachers report their children’s attainment and can therefore identify where each pupil is either making progress from the last assessment point, or may need support in a particular area. Parents and children are kept informed of their child’s attainment (against ARE) and achievement (progress from last assessment points), as well as their child’s specific needs and successes and how they can help.</p>	<p><b>Ambitious</b></p>	<p>Book choices, book fair, discussion, challenge in lessons (planning), book looks, learning walks.</p>
<p>Governors are kept informed of data analysis, to check achievement in each year group and across the school e.g: at key points, such as KS1 and KS2 SATs, is where it should be. They are part of influencing the School Improvement Plan and the Reading Subject Leader action plan, which set out actions and success criteria for improving future provision and results.</p>	<p><b>Life- long learners</b></p>	<p>Book fair, use of reading for other uses</p>

# An Aspirational Curriculum

We feel passionately that our children aim high and have huge aspirations for their life ahead. As well as encouraging them to be successful in future studies and work, it is a vital tool for motivation and mental well-being.

We want our curriculum to open pupils' eyes to the things to not just areas in which they feel successful, but also to develop an understanding of the things they enjoy doing. By using a clear focus on real world links and future career paths, children begin to open their eyes to future choices and opportunities from an early age.

Our Aspirational Concepts documents are designed to give children an understanding of what is needed to be successful in all subjects, as well as potential future opportunities linked to the subject. Simplified language for younger pupils means that children grow in their ability to articulate their aspirations for their future.



Great accomplishments  
start with great aspirations.

Gary Hamel

## To be a reader, I...

Enjoy a range of books and genres and can choose books to suit myself and others.

Develop a broad vocabulary and understanding of written language

Can understand and explain the content of a text including inferred or hidden messages

Develop a range of strategies to read smoothly and fluently, whether silently to myself or out loud to others.

Read for relaxation and enjoyment, understanding how reading supports my imagination and mental wellbeing.

## To be a reader, I...

Choose books I like to read.

Explain or re-tell a story I've read or which has been read to me.



Know and use more and more words correctly.

Practise reading regularly so my reading becomes more fluent.

Enjoy reading and choose to read regularly.



Book reviewer

Librarian

Editor

Publisher

Story teller

## To be a reader, I...

Enjoy a range of books and genres and can choose books to suit myself and others.

Develop a broad vocabulary and understanding of written language

Can understand and explain the content of a text including inferred or hidden messages

Develop a range of strategies to read smoothly and fluently, whether silently to myself or out loud to

Read for relaxation and enjoyment, understanding how reading supports my imagination and mental wellbe-

## To be a reader, I...

Enjoy a range of books and genres and can choose books to suit myself and others.

Can understand and explain the content of a text including inferred or hidden messages.



Develop a broad vocabulary and understanding of written language.

Develop a range of strategies to read smoothly and fluently, whether silently to myself or out loud to others.

Read for relaxation and enjoyment, understanding how reading supports my imagination and mental wellbeing.



Book reviewer

Librarian

Editor

Publisher

Script writer

To be a reader, I...				
Enjoy a range of books and genres and can choose books to suit myself and others.	Develop a broad vocabulary and understanding of written language	Can understand and explain the content of a text including inferred or hidden messages	Develop a range of strategies to read smoothly and fluently, whether silently to myself or out loud to	Read for relaxation and enjoyment, understanding how reading supports my imagination and mental wellbe-
Can name their favourite books and authors?	Develops a broad vocabulary and uses new words with confidence?	Can summarise a story they have heard, including the main details?	Reads regularly out loud to other people?	Can name special places in which they enjoy reading?
Can re-tell stories they have read and heard?	Can broaden their vocabulary by 'magpieing' words from books they read?	Can summarise a story they have read, including the main details?	Read regularly to myself?	Enjoys visiting the school library to choose a new book?
Can name and re-tell 'classic' stories?	Can make use of word banks and thesauruses to expand their vocabulary?	Can ask relevant questions about a text?	Is happy to read out loud to an audience?	Is keen to get involved in school reading events?
Can understand and explain the word genre?	Make good use of grammar and punctuation when reading and speaking?	Can use a story they have heard or read as a base to create a new story of their own?	Uses a range of skills to improve fluency?	Can explain the benefits that reading have on our mental health?
Chooses books from a range of genres, including fiction and non-fiction?	Are able to speak using standard English and have an understanding of accent, dialect and colloquialisms?	Can make predictions about what might happen next?	Has strong phonic knowledge and knowledge of sight words to help decode words quickly?	Can discuss a book which has allowed them to 'escape to another world'?
Uses clues in the cover and 'blurb' of books to help them choose books they will enjoy?		Can infer information from things they read?	Can track words to increase speed of reading?	Can choose a book based on a variety of factors (blurb, favourite author, genre, collection)?
<b>Book reviewer</b>	<b>Librarian</b>	<b>Editor</b>	<b>Publisher</b>	<b>Script writer</b>

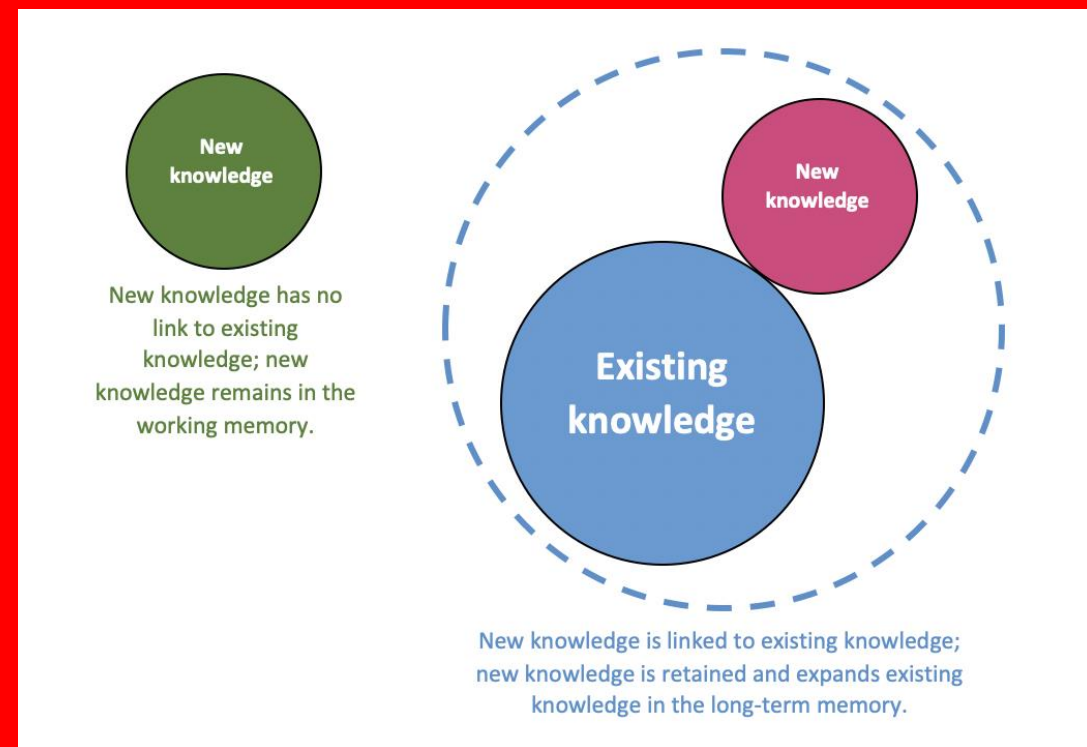
# Knowing More, Remembering More



***“Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned.”*** (Kirschner, Sweller and Clarke, 2006)

Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever.

In order to allow our pupils’ knowledge to stick, subjects are planned progressively to return to topics, themes and concepts which children recognise and can build upon. We called these themes Golden Threads.



# To be a reader, I...

Enjoy a range of books and genres and can choose books to suit myself and others.

Develop a broad vocabulary and understanding of written language

Can understand and explain the content of a text including inferred or hidden messages

Develop a range of strategies to read smoothly and fluently, whether silently to myself or out loud to others.

Read for relaxation and enjoyment, understanding how reading supports my imagination and mental wellbeing.



## Reading Progression of Skills

Skills/Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>apply phonic knowledge to decode words</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read aloud phonically decodable texts</p> <p>re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is (Above)</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops (Above)</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -est, -ful, -ness, -less, -ly)</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly &amp; accurately without overt sounding and blending</p> <p>note punctuation to read with appropriate expression</p>	<p>Beginning to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet (See Rickleton Spelling Scheme)</p> <p>Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Consistently apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. (See Rickleton Spelling Scheme)</p> <p>Consistently read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Beginning to apply their growing 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. (See Rickleton Spelling Scheme)</p>	<p>Consistently apply their growing 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. (See Rickleton Spelling Scheme)</p>

## Reading Progression of Skills

	<p><b>ELG</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>						
<b>Range of Reading</b>		<p>Begin to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Beginning to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (characters,</p>	<p>Consistently 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</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (sequence, events and structure)</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Beginning to read books that are structured in different ways and reading for a range of purposes. (common features, plot structure</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Consistently read books that are structured in different ways and reading for a range of purposes. (themes and stages in a story)</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Beginning to read books that are structured in different ways and read for a range of <u>purposes</u>. (narrative structure, changes in time and paragraphs)</p> <p>Make comparisons within and across books identifying some themes.</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Consistently read books that are structured in different ways and read for a range of purposes (genres, organisation and cohesive devices and more complex narrative structures)</p> <p>Consistently make comparisons within and across books</p>
<b>Familiarity with texts</b>		<p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognise and join in with some predictable phrases</p>	<p>Consistently familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p>	<p>Beginning to be familiar with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify common features and themes in a range of books with familiar settings and plots.</p>	<p>Increased familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>Beginning to be familiar with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (See termly overviews)</p> <p>identify and discuss some themes and conventions in and across a range of writing</p>	<p>increased 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 (see termly overviews)</p> <p>consistently identify and discuss themes and conventions in and across a wide range of writing</p>

## Reading Progression of Skills

<p style="text-align: center;"><b>Poetry and performance</b></p>	<p>Learn rhymes, poems and songs.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>ELG</p> <p><i>Make use of props and materials when role playing characters in narratives and stories.</i></p> <p><i>Invent, adapt and recount narratives and stories with their peers and their teacher.</i></p> <p><i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</i></p>	<p>learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>	<p>Begin to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Beginning to recognise some different forms of poetry</p>	<p>Consistently prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (expression taking into account punctuation)</p> <p>Consistently recognise some different forms of poetry</p>	<p>Beginning to learn a range of poetry by heart, preparing some 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</p>	<p>Consistently able to learn 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</p>
<p style="text-align: center;"><b>Word meaning</b></p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Use new vocabulary in different contexts.</p>	<p>discuss vocabulary and word meanings and link new meanings to words already known (try out language they have listened to)</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p>	<p>Begin to use dictionaries to check the meaning of words that they have read to begin to explain the meanings of words in context.</p>	<p>Consistently use dictionaries to check the meaning of words that they have read. explain the meaning of words in context.</p>	<p>use dictionaries to check the meaning of words that they have read. Beginning to understand word meanings change when used in different contexts.</p>	<p>use dictionaries to check the meaning of words that they have read. Noting use of language and its effect on the reader.</p>

## Reading Progression of Skills

<b>Understanding</b>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>ELG</b></p> <p>Make comments about what they have heard and ask questions to clarify <u>their</u> understanding</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Begin to understand books by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>begin to check that the text makes sense to them as they read and correct inaccurate reading</p> <p>be encouraged to link what they read or hear read to their own experiences</p>	<p>Consistently draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by consistently checking that the text makes sense to them as they read and correct inaccurate reading</p> <p>Be able to answer and ask questions by locating information in texts</p>	<p>identify main ideas drawn from more than one paragraph and begin to summarise these</p> <p>Begin to understand what they read, in books they can read independently by checking that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>Begin to ask questions to improve their understanding of a text</p>	<p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>Confidently understand what they read, in books they can read independently by checking that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>Confidently ask questions to improve their understanding of a text</p>	<p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Begin to understand what they read by checking that the text makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>Begin to ask more complex questions to improve their understanding</p>	<p>summarise in depth the main ideas drawn from more than one paragraph, explaining key details to support the main ideas</p> <p>Confidently understand what they read by checking that the text makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>Ask in depth questions to improve their understanding</p>
<b>Inference and Prediction</b>	<p><b>ELG</b></p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>discuss the significance of the title and events</p> <p>Use role play to identify with characters and begin to make inferences on the basis of what is being said and done</p> <p>Begin to predict what might happen on the basis of what has been read so far</p>	<p>Learn about characters and make inferences on the basis of what is being said and done.</p> <p>Confidently predict what might happen on the basis of what has been read so far.</p>	<p>Infer characters' feelings, thoughts and motives from their actions and begin to understand what is implied in a text.</p> <p>Predict what might happen from details stated and attempt to predict from details implied</p>	<p>Infer characters' feelings, thoughts and motives from their actions and justifying views with evidence, understanding the difference between what is written and what is implied in a text.</p> <p>Predict what might happen from details stated and implied</p>	<p>make inferences from characters feelings, thoughts and motives and begin to explain thinking, returning to text to support opinions when prompted and justify opinions about the text.</p> <p>Predict what might happen from details stated and implied and modify predictions in the light of new evidence</p>	<p>Confidently make inferences from characters feelings, thoughts and motives and provide explanations of inferred meanings drawing on evidence across the text.</p> <p>Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied.</p>

## Reading Progression of Skills

<b>Authorial Intent</b>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>			<p>Begin to identify how language, structure, and presentation contribute to meaning when prompted</p> <p>When prompted explore words and phrases that capture the reader's interest and imagination</p>	<p>Confidently identify how language, structure, and presentation contribute to meaning.</p> <p>Explore words and phrases that capture the reader's interest and imagination</p>	<p>Begin to identify how language, structure and presentation contribute to meaning and change in different contexts</p> <p>Explore how authors use language, including figurative and literal and consider the impact on the reader</p>	<p>Confidently identify how language, structure and presentation contribute to meaning and change in different contexts</p> <p>Evaluate the effectiveness of how authors use language, including figurative and literal and explain the impact on the reader</p>
<b><u>Non Fiction</u></b>	<p><b>ELG</b></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</p>	<p>be introduced to non-fiction texts that are structured in different ways and identify key features.</p>	<p>Begin to retrieve and record information from non-fiction texts, using contents, glossary and sub headings to locate it.</p>	<p>Use all of the organisational devices available within a <u>non-fiction</u> text to retrieve, record and discuss information.</p>	<p>Begin to use knowledge of texts and organisation devices to retrieve, record and present information from non-fiction texts.</p> <p>Begin to distinguish between statements of fact and opinion when prompted</p>	<p>Confidently retrieve, record and present information from non-fiction texts</p> <p>Confidently distinguish between statements of fact and opinion</p>

## Reading Progression of Skills

<p style="text-align: center;"><b>Discussion/ Spoken</b></p> <p style="text-align: center;"><b>Comparing. Contrasting and commenting</b></p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><b>ELG</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>Begin to participate in discussion about what is read to them by taking turns and listening to what others say when prompted.</p> <p>Clearly explain their understanding of what is read to them.</p>	<p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves by taking turns and listening to what others say.</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>discuss their favourite words and phrases</p> <p>discuss the sequence of events in books and how items of information are related</p>	<p>Begin to participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>Confidently participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>begin to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on topic when prompted.</p> <p>Begin to recommend books that they have read to their peers and giving reasons for their choices</p> <p>Begin to provide reasoned justifications for their views</p>	<p>Discuss and make improvements when participating in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on topic and using notes where necessary</p> <p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>Confidently provide reasoned justifications for their views</p>
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## Rickleton Readers Theatre

A GUIDE to READERS THEATRE		
<p><b>Step 1: Adult as model</b></p> <p>The adult reads the selected passage of the class text aloud as that expert model of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.</p>	<p><b>Step 2: Echo reading</b></p> <p>Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc.</p>	<p><b>Step 3: Text allocation</b></p> <p>Children work in pairs or triads. Each group may:</p> <ol style="list-style-type: none"> <li>1. all have the exact same short section of text, <b>or</b></li> <li>2. a longer section might be split into short parts, so that each group has a different piece.</li> </ol>
<p><b>Step 4: Repeated choral reading</b></p> <p>In their groups children read their section aloud. Echoing the initial reading by the adult.</p>	<p><b>Step 5: Close reading</b></p> <p>In their pairs/triads children make a close reading of their section of text and think about <b>meaning, audience, tone</b> and <b>purpose</b>. This requires children to look closely at the writer's choice of language and consider characterisations etc.</p>	<p><b>Step 6: Text marking</b></p> <p>Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct or scaffold.</p>
<p><b>Step 7: Practise</b></p> <p>Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal. Adult helicopters to listen in and offer feedback.</p>	<p><b>Step 8: Perform</b></p> <p>Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).</p>	<p><b>Step 9: Reflect</b></p> <p>Children evaluate their own and/or others' performances and give feedback. They may use <a href="#">the</a> <a href="#">a</a> fluency rubric or the prompts as success criteria to support articulation of evaluations.</p>
<p>Public service announcement. Speech. News broadcast. Interview. Letter. Email. Journal. Blog. Commentary. Trial. Party political broadcast. Tour guide. Panel discussion.</p>		

KS1 READING COMPREHENSION STRATEGIES	
<b>PREDICTING</b> <ul style="list-style-type: none"> <li>I wonder if</li> <li>I predict</li> <li>I think that</li> <li>I bet that  <b>because</b></li> <li>I imagine</li> <li>The next part will be about</li> </ul>	<b>INFERRING</b> <ul style="list-style-type: none"> <li>This word tells me</li> <li>This part tells me</li> <li>This makes me think that</li> <li>I think this character  <b>because</b></li> <li>I think the <b>setting</b> is</li> </ul>
<b>ASKING QUESTIONS</b> <ul style="list-style-type: none"> <li>Who</li> <li>What</li> <li>When</li> <li>Where</li> <li>Why?</li> <li>How?</li> </ul>	<b>EVALUATING</b> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>The word/phrase * works well <b>because</b></li> <li>I like the way the author uses * it makes me think about</li> <li>The sentence <u>* has</u> high impact <b>because</b></li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>The text is organised well because</li> <li>The presentation helps the reader because</li> <li>The structure could be improved by</li> </ul>
<b>CLARIFYING</b> <ul style="list-style-type: none"> <li>I think that means</li> <li>I didn't understand</li> <li>What does * mean?</li> <li>* is a tricky word so I</li> </ul>	<b>MAKING CONNECTIONS</b> <p><b>Text to self:</b></p> <ul style="list-style-type: none"> <li>I know about this <b>because</b> I</li> <li>I've been/seen</li> <li>I saw a programme about this</li> <li>I can identify with this character <b>because</b></li> </ul> <p><b>Text to text:</b></p> <ul style="list-style-type: none"> <li>This reminds me of * <b>because</b></li> <li>This is similar to * <b>because</b></li> </ul> <p><b>Text to world:</b></p> <ul style="list-style-type: none"> <li>This links to</li> <li>This is because</li> </ul>
<b>SUMMARISING</b> <ul style="list-style-type: none"> <li>This part is about</li> <li>The heading would be</li> <li>The main theme is</li> </ul>	<b>RETRIEVAL</b> <ul style="list-style-type: none"> <li>Skim, scan to find key words or synonyms</li> <li>Read around key words</li> <li>Use the layout of the text</li> </ul>

KS2 READING COMPREHENSION STRATEGIES	
<b>PREDICTING</b> <ul style="list-style-type: none"> <li>I wonder if</li> <li>I predict</li> <li>I think that</li> <li>I bet that <b>because</b></li> <li>I imagine</li> <li>I think * will happen</li> <li>I think I will learn</li> <li>I think it will be set out</li> <li>The next part will be about</li> </ul>	<b>INFERRING</b> <ul style="list-style-type: none"> <li>The word * tells me</li> <li>The part * tells me</li> <li>This makes me think that</li> <li>I think this character <b>because</b></li> <li>I think the <b>setting</b> is</li> <li>I think the <b>mood</b> is</li> <li>I think the writer's viewpoint is</li> <li>I think this character's viewpoint is</li> </ul>
<b>ASKING QUESTIONS</b> <ul style="list-style-type: none"> <li>Who</li> <li>What</li> <li>When</li> <li>Where</li> <li>I wonder</li> <li>Why</li> <li>How</li> <li>What if</li> <li>Why do you think</li> <li>How do you think</li> <li>How do we know</li> </ul>	<b>EVALUATING</b> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>The word/phrase * works well because</li> <li>I like the way the author uses * it makes me think about</li> <li>I think it would have read better if</li> <li>It's very clever the way the author uses * because</li> <li>The sentence <u>* has</u> high impact because</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>The text is organised well because</li> <li>The presentation helps the reader because</li> <li>The structure could be improved by</li> </ul>
<b>CLARIFYING</b> <ul style="list-style-type: none"> <li>I think that means</li> <li>I didn't understand</li> <li>What does * mean?</li> <li>I need to reread this part because</li> <li>* is a tricky word so I</li> <li>I didn't understand * so I</li> <li>Let's reread because it didn't make sense</li> </ul>	<b>MAKING CONNECTIONS</b> <p><b>Text to self:</b></p> <ul style="list-style-type: none"> <li>I know about this because I</li> <li>I've been to / seen</li> <li>I saw a programme about this</li> <li>I can identify with this character because</li> </ul> <p><b>Text to text:</b></p> <ul style="list-style-type: none"> <li>I think this book is a * (<i>genre</i>) book because</li> <li>This reminds me of * because</li> <li>This is similar to * because</li> <li>This character <u>is similar</u> to * because</li> </ul> <p><b>Text to world:</b></p> <ul style="list-style-type: none"> <li>This links to</li> <li>This is because</li> </ul>
<b>SUMMARISING</b> <ul style="list-style-type: none"> <li>The key idea is</li> <li>The most important ideas are * and I know that because</li> <li>This part is about</li> <li>The headline would be</li> <li>In 10 words</li> <li>The main theme is</li> </ul>	<b>RETRIEVAL</b> <ul style="list-style-type: none"> <li>* Skim, scan and locate key words or synonyms</li> <li>* Read around key words</li> <li>* Use the layout of the text</li> <li>* Write answer using words or phrases from the text</li> </ul>

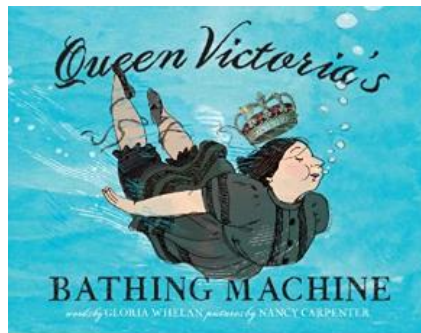
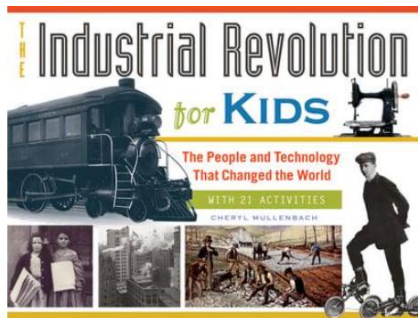
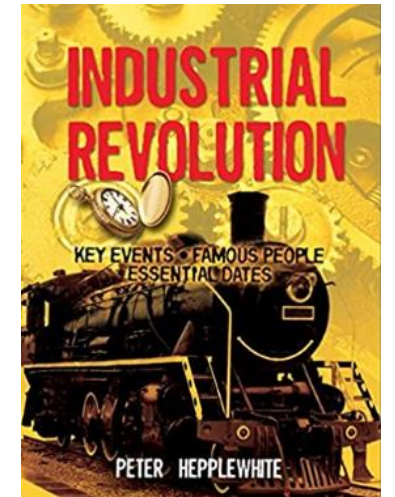
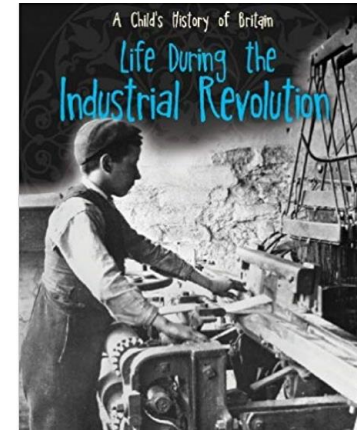
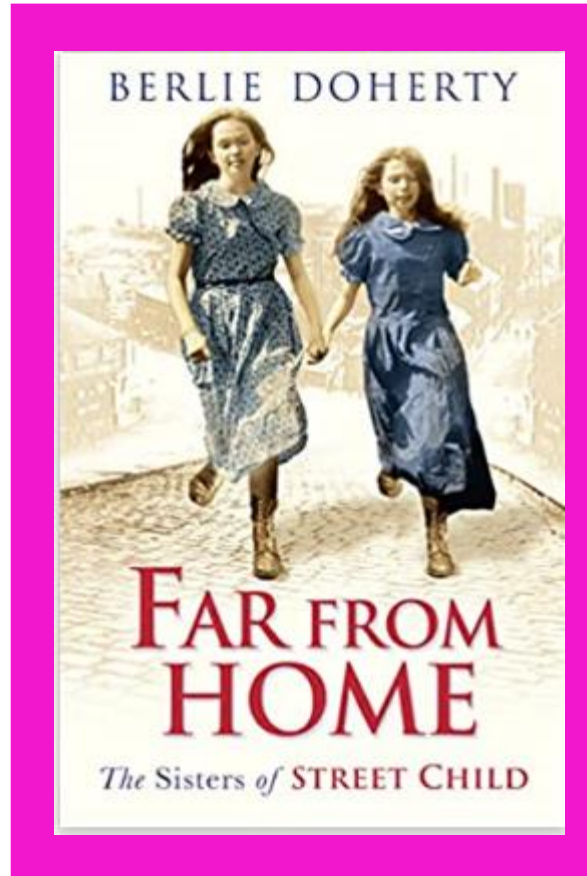
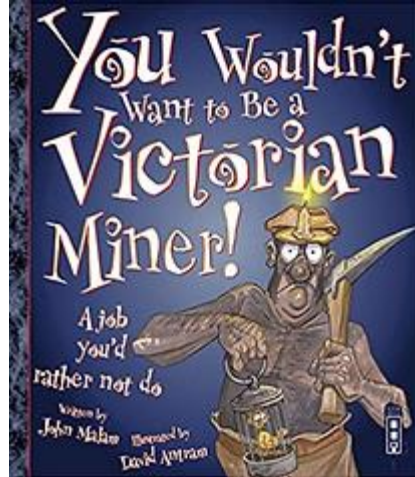
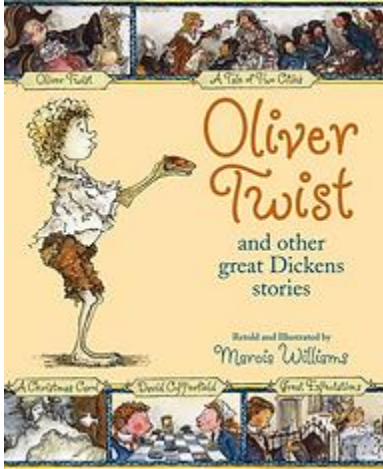
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# Reading Spine

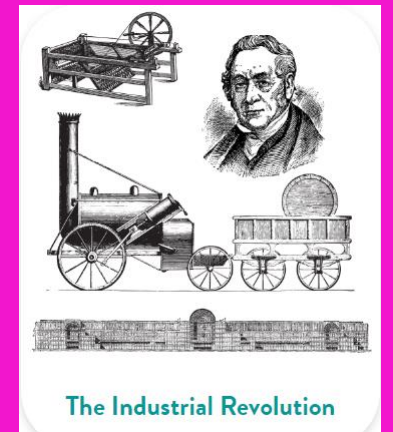
Rickleton Primary School



# Industrial Revolution

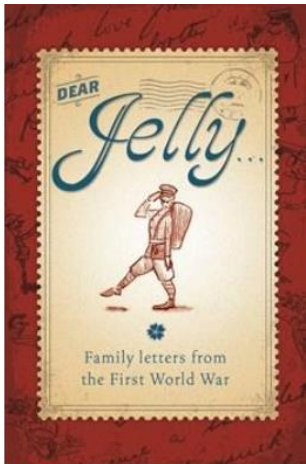
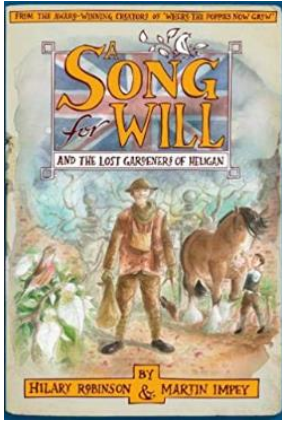
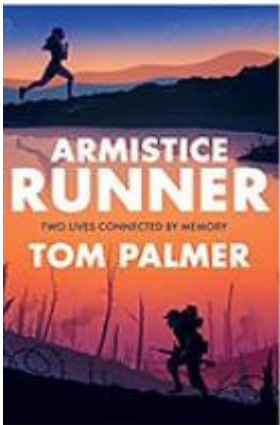
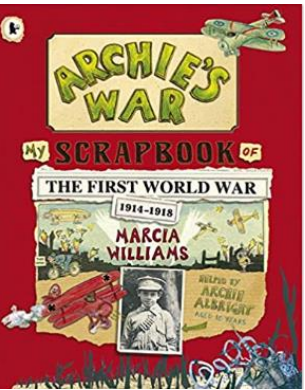
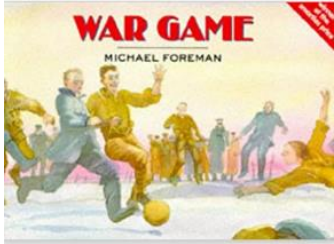
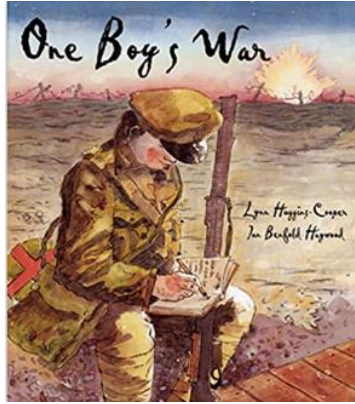
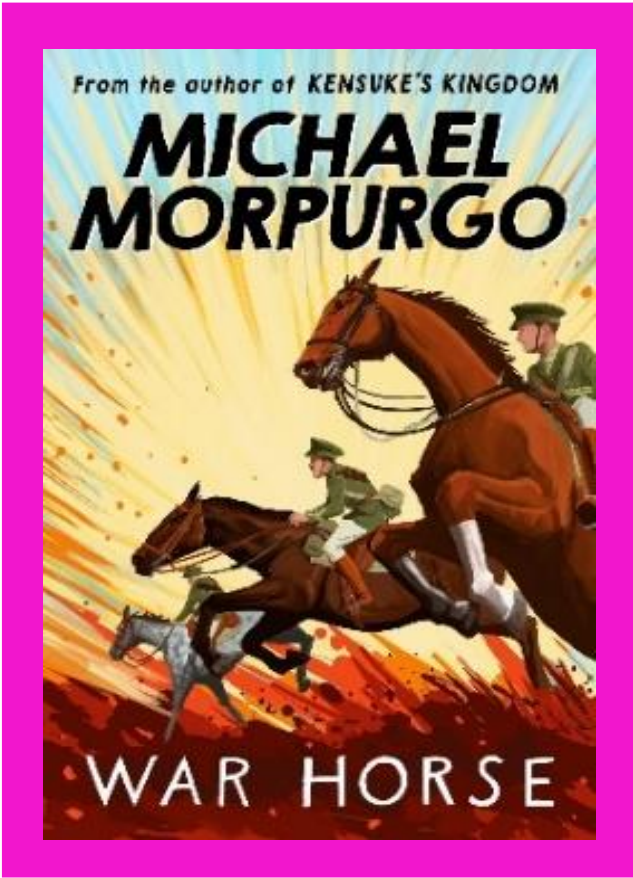
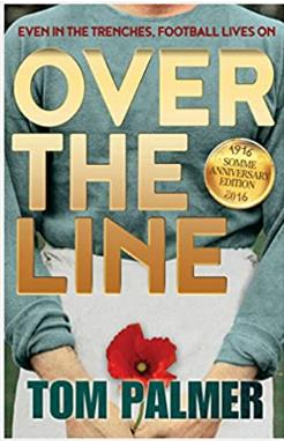
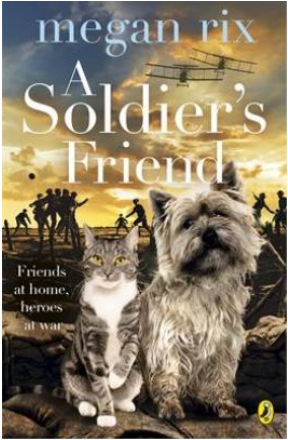
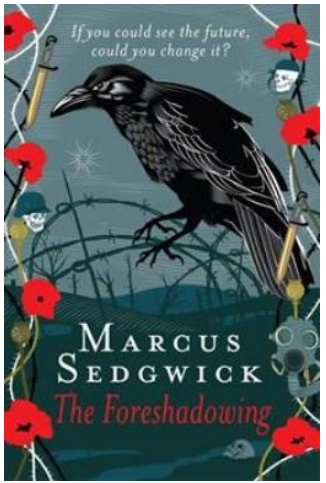
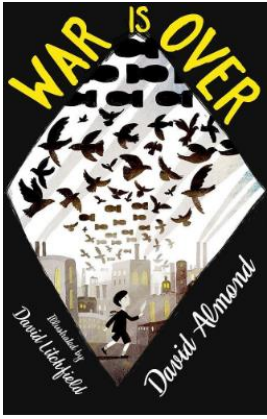
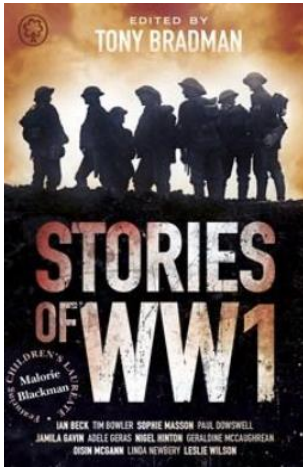


Comprehension plus



6

# Autumn 2

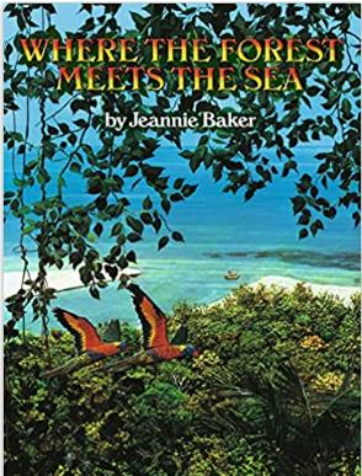
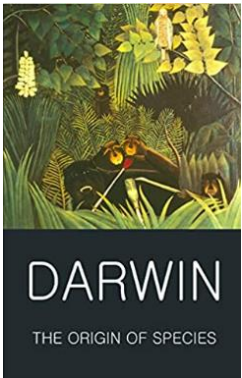
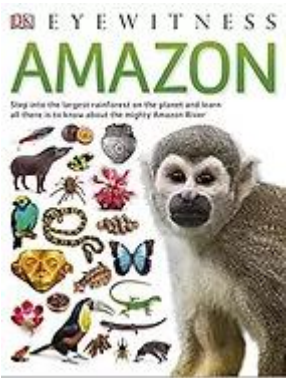
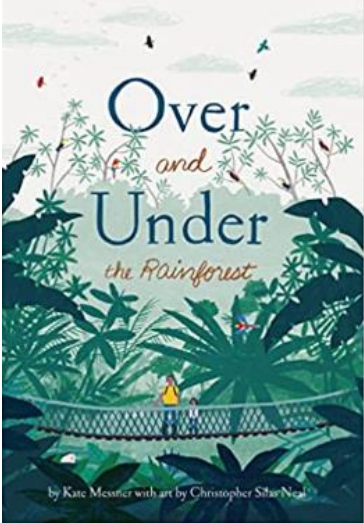
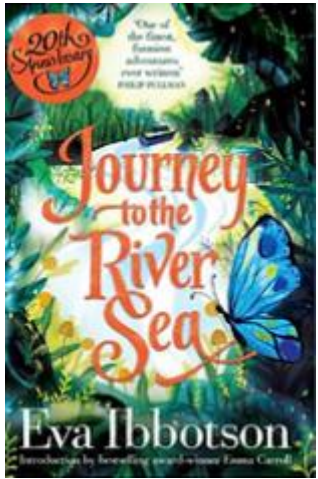
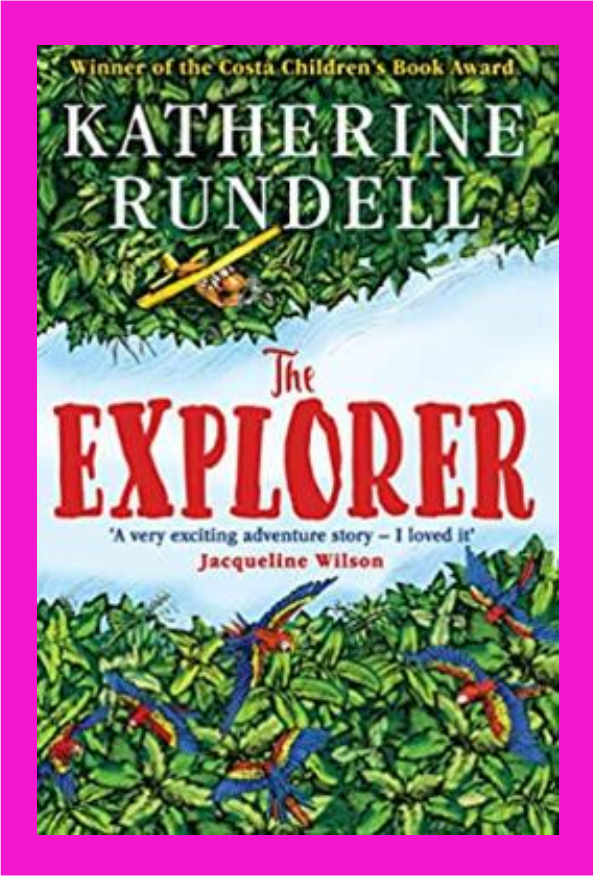
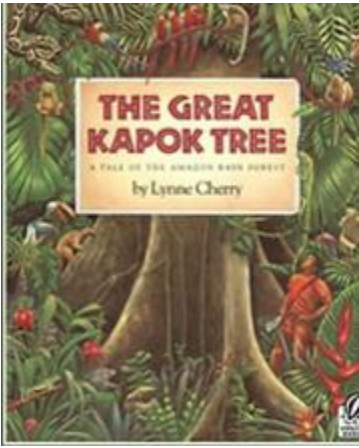
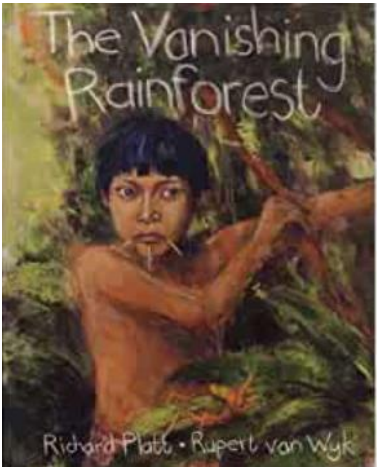


Comprehension plus

World War I



Spring 1 and 2

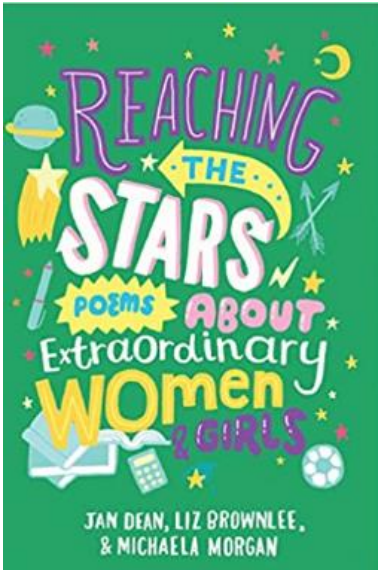
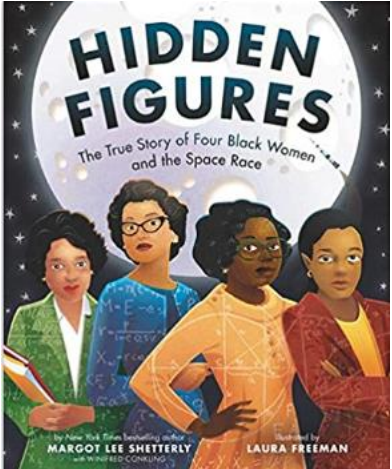
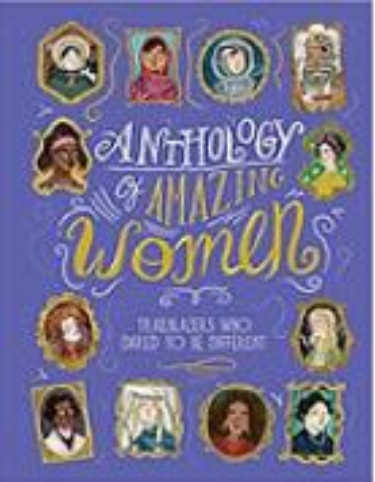
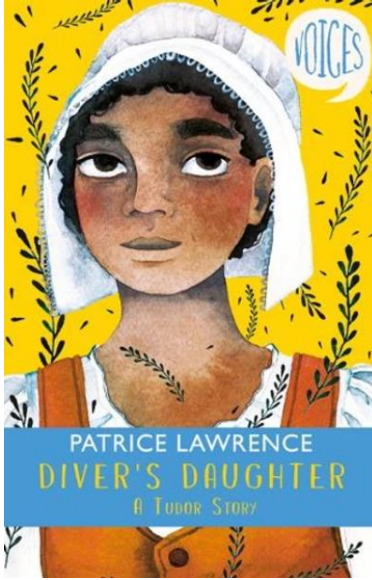
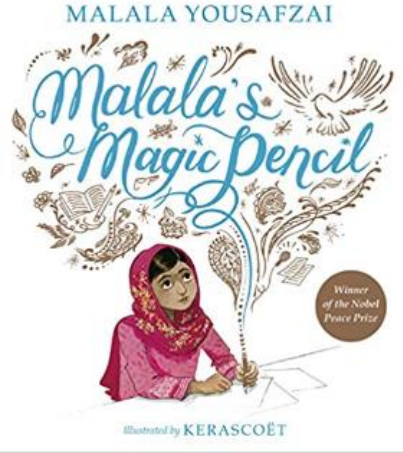
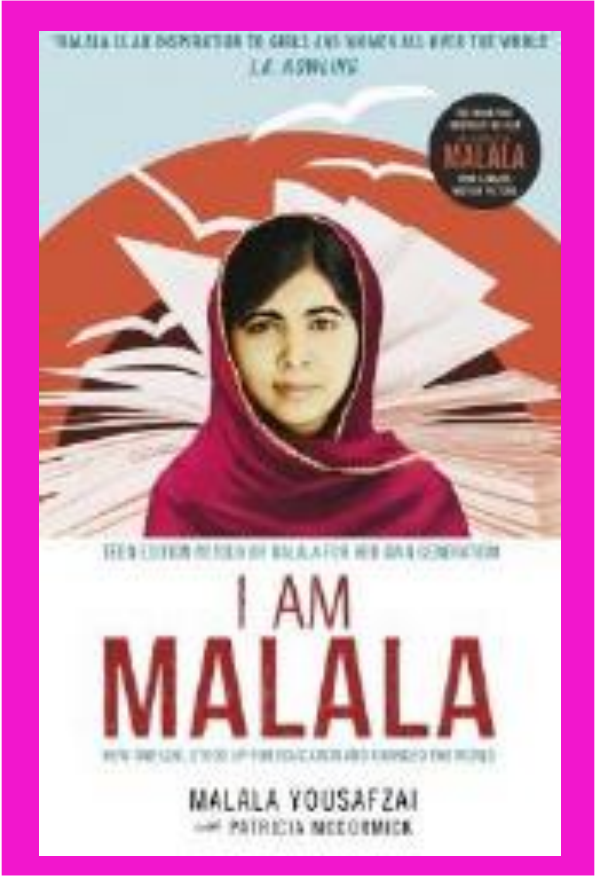
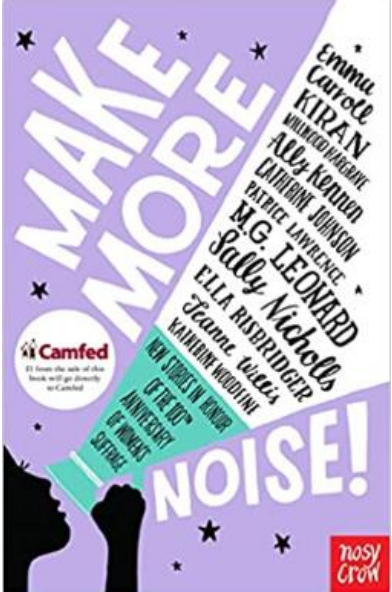
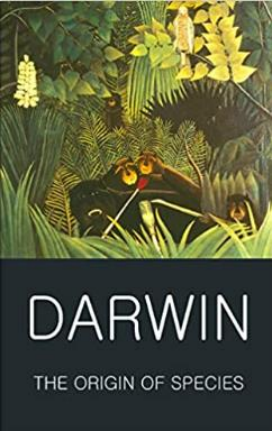


Comprehension plus



Rainforests

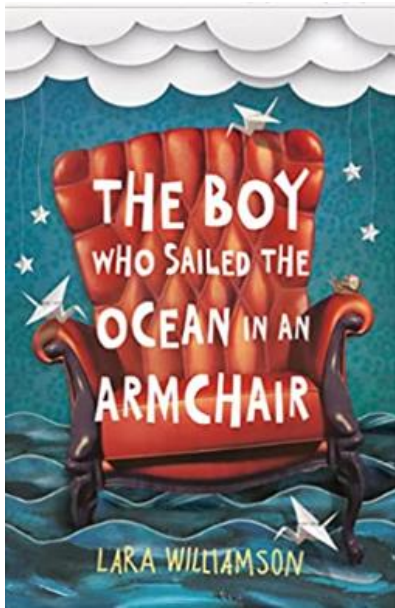
# Inspirational Leaders



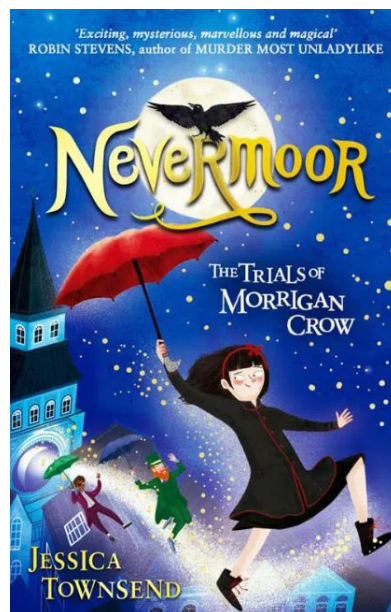
Comprehension plus

Strong and Powerful Women

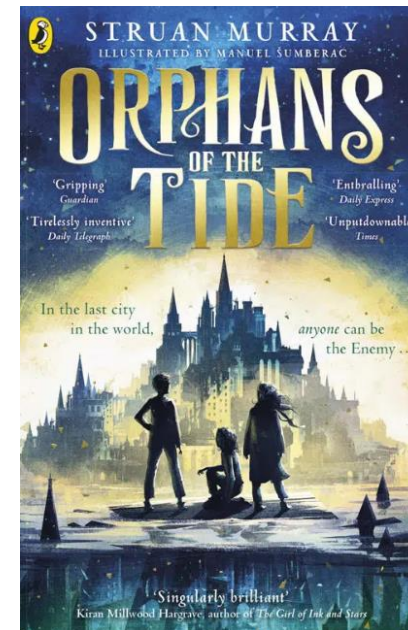
## Class Readers



Term 1



Term 2



Term 3

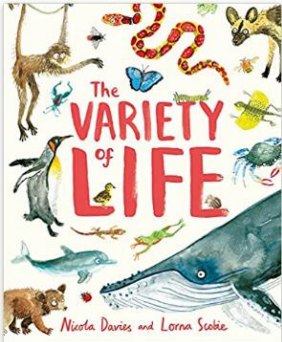
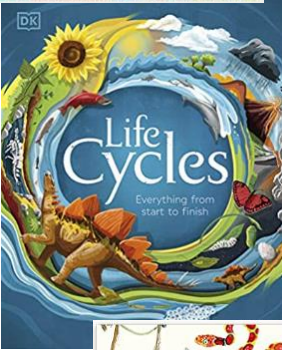
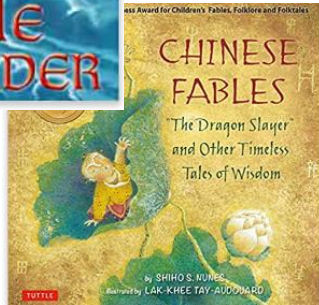
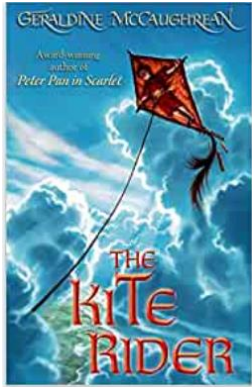
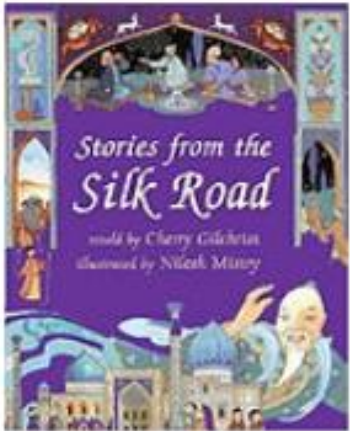
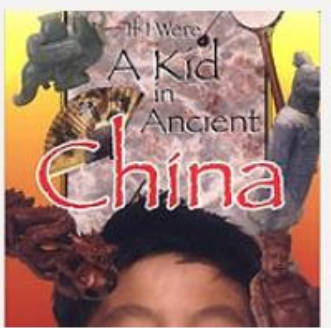
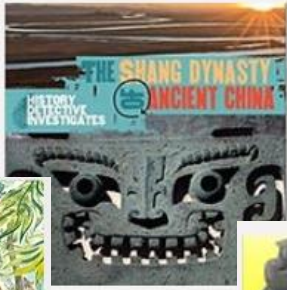
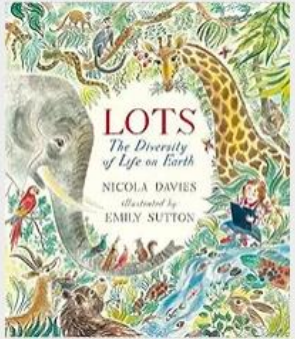
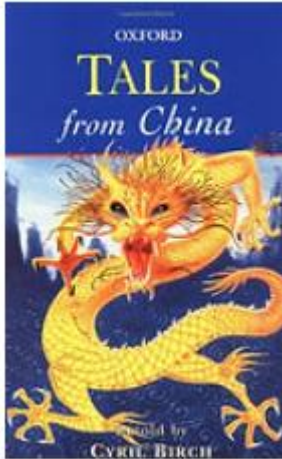
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# Reading Spine

Rickleton Primary School



# Autumn 1



Comprehension plus

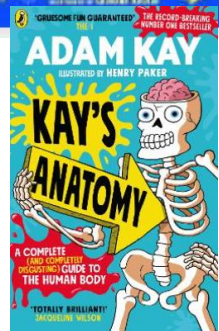
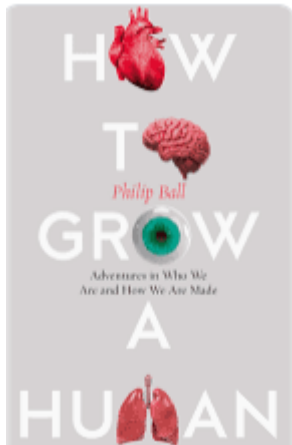
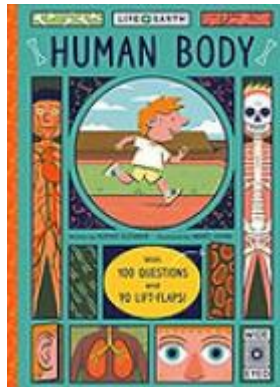
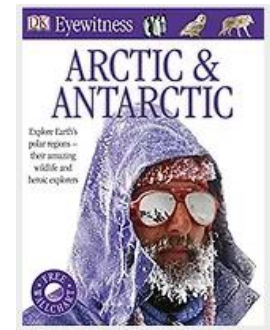
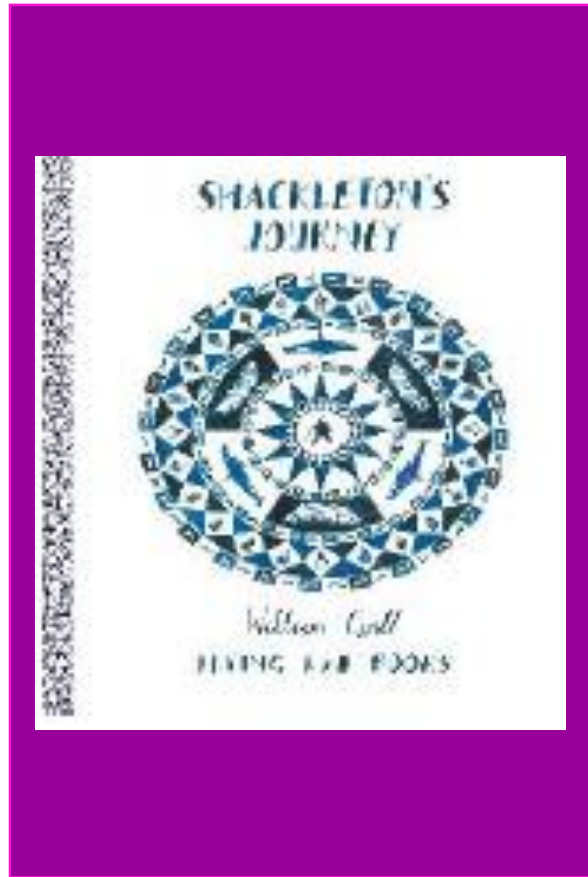
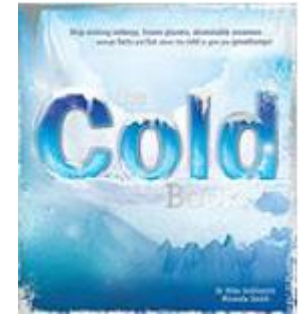
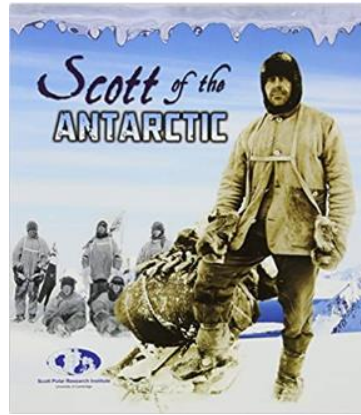
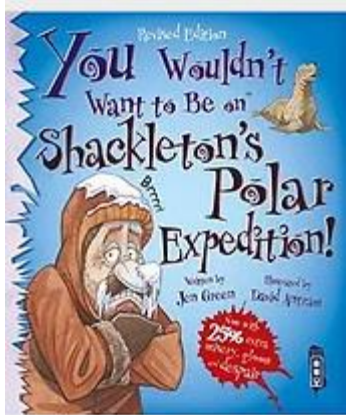


Living Things



The Shang Dynasty





Comprehension plus

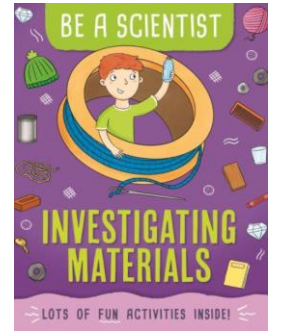
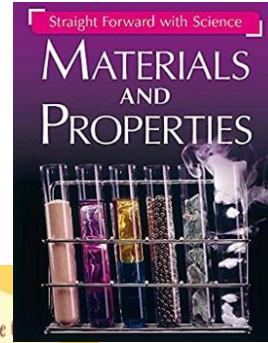
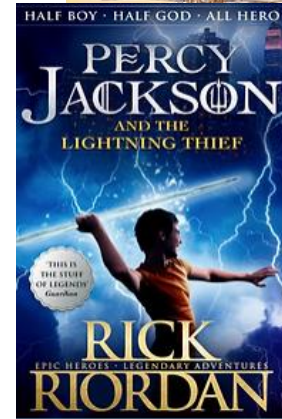
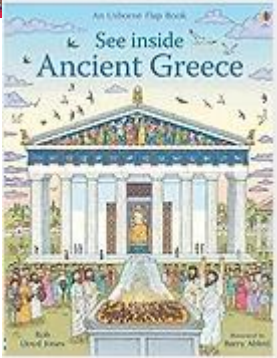
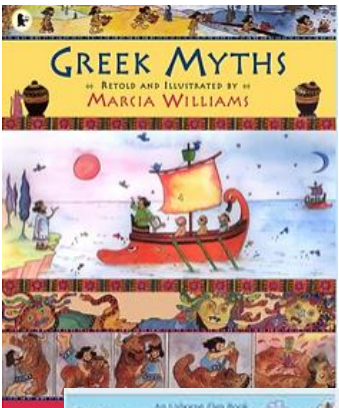
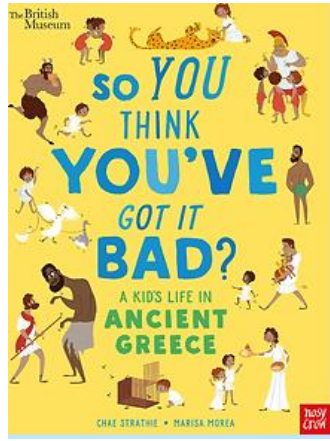
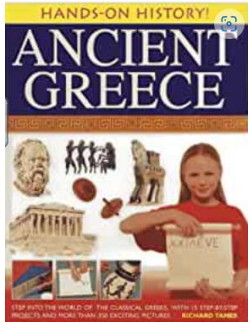


Living Things



5

Spring 1



Comprehension plus



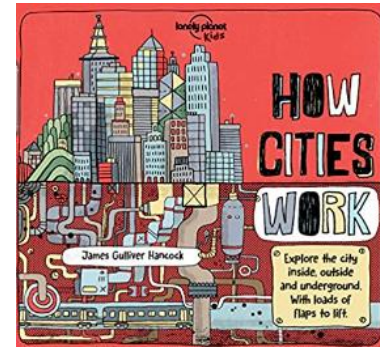
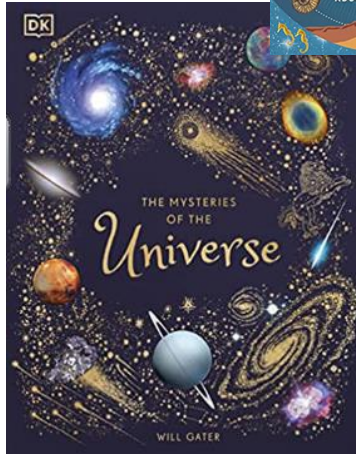
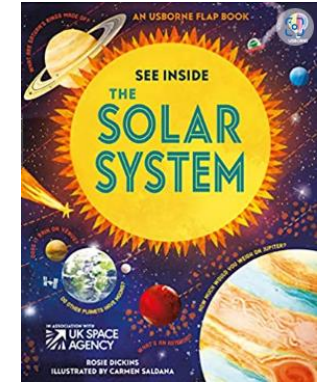
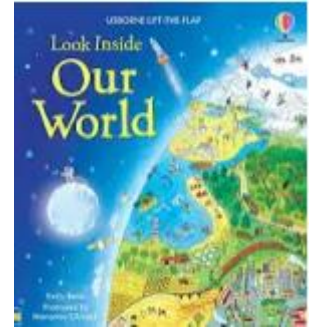
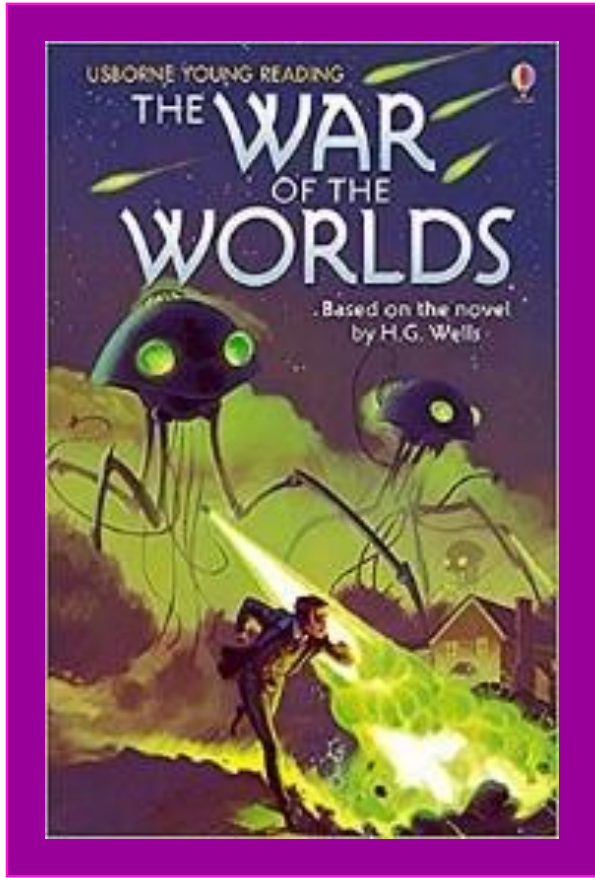
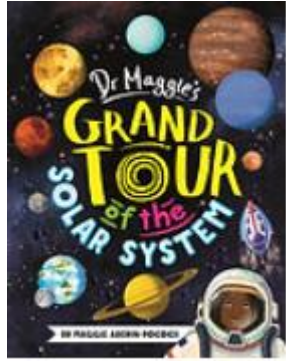
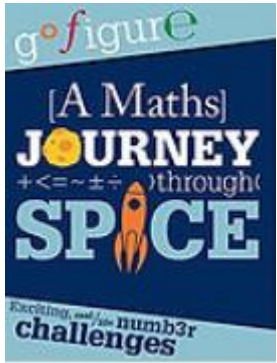
Greek Gods




Ancient Greece

5


Spring 2



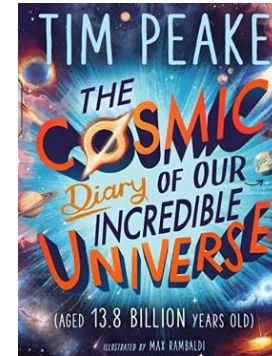
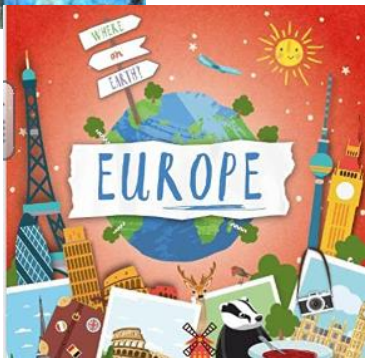
Comprehension plus



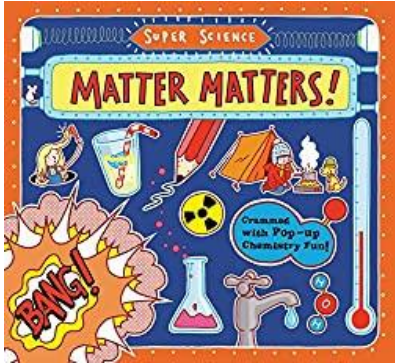
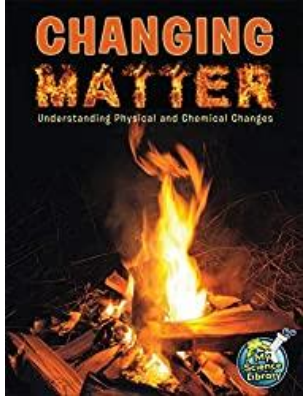
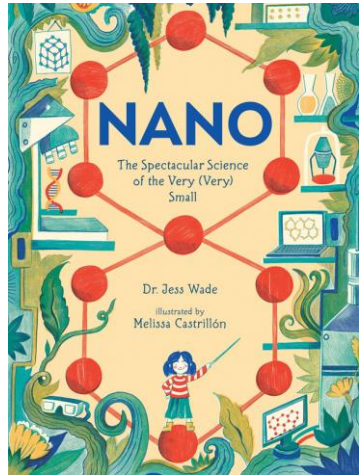
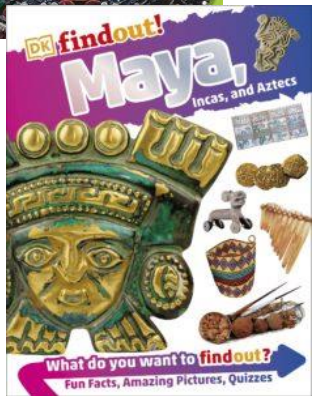
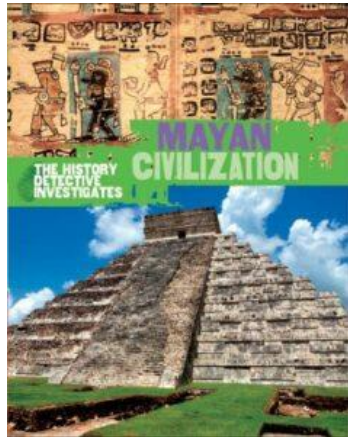
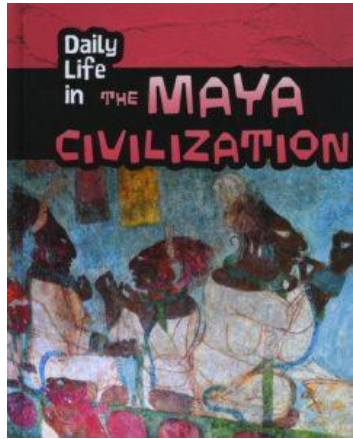
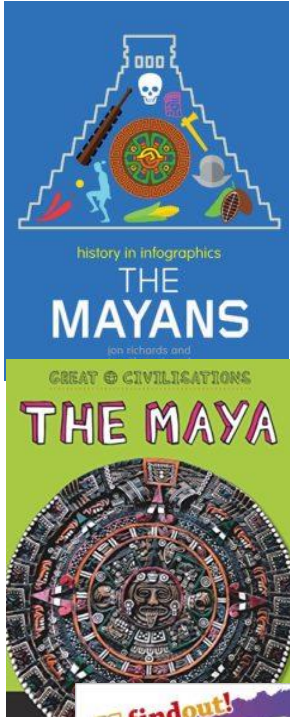
Space




The Solar System




Summer 1



Comprehension plus

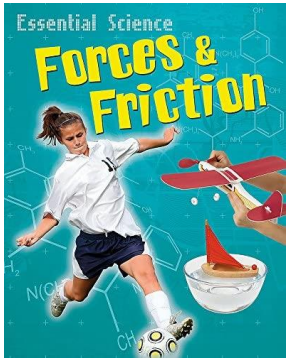
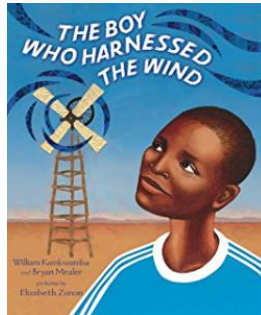
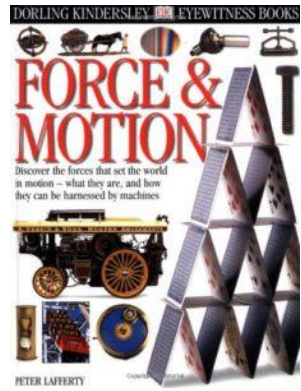
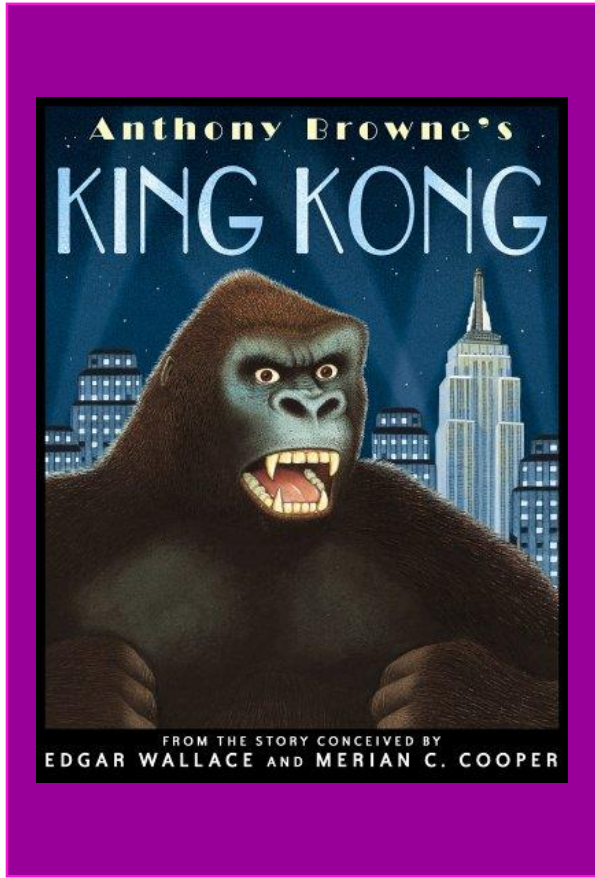
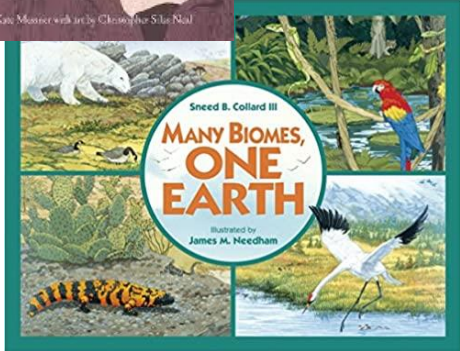
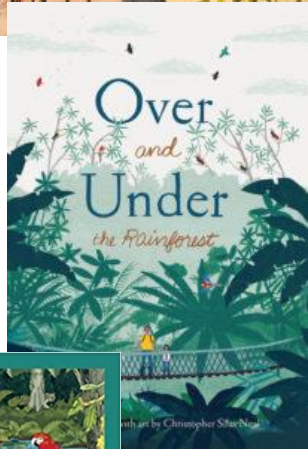
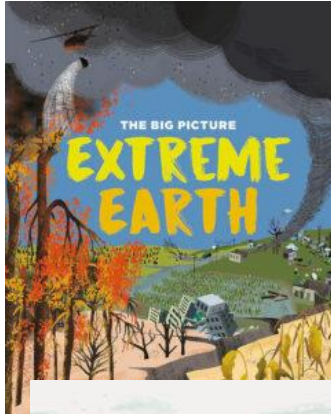
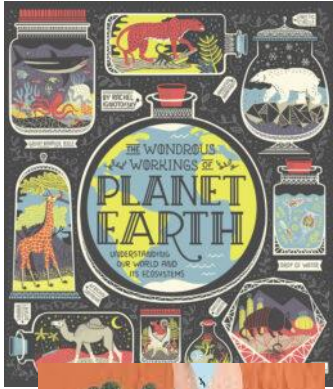


Chocolate



The Maya

Summer 2

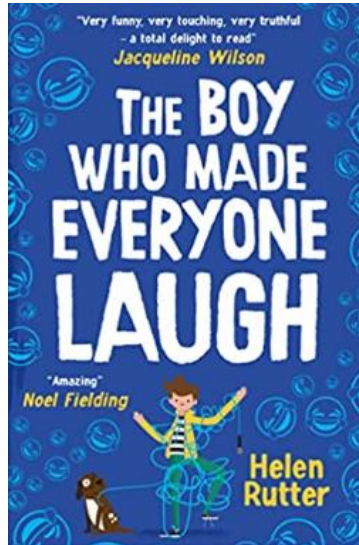


Comprehension plus

Forces



## Class Readers



Term 1



Term 2



Term 3

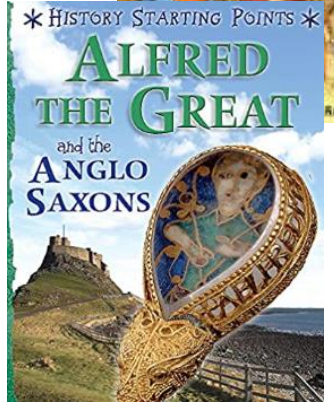
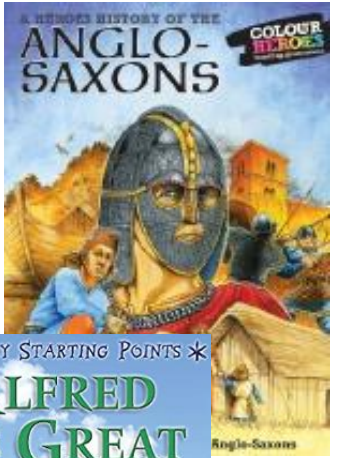
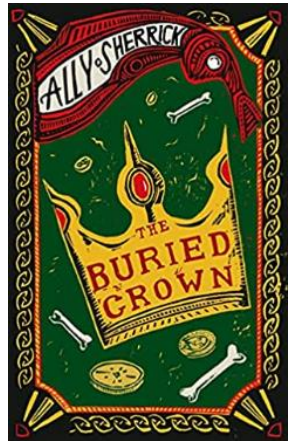
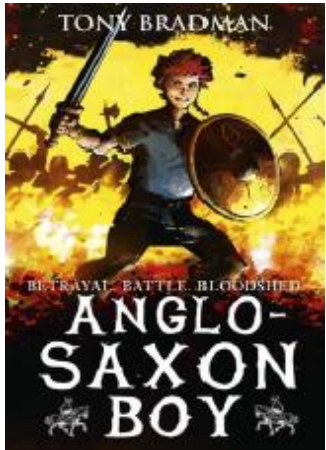
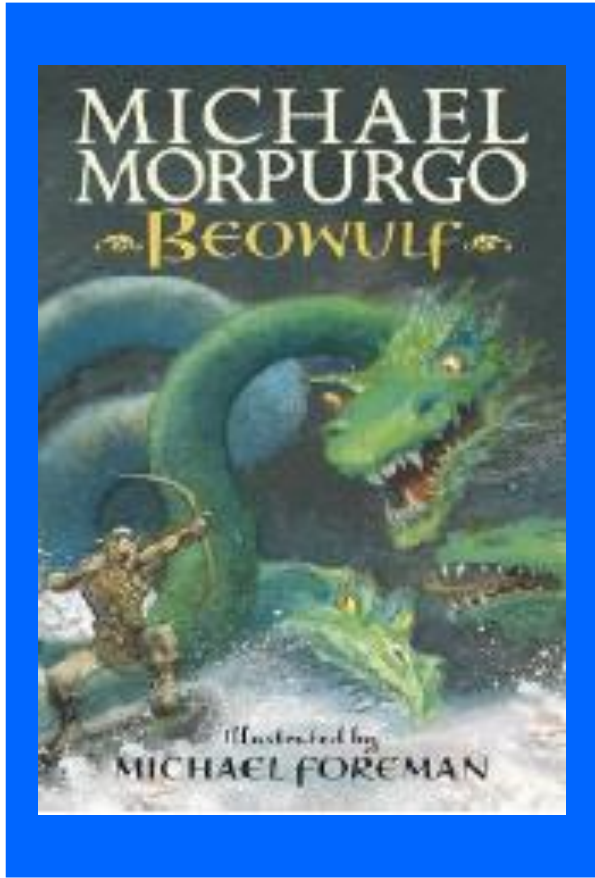
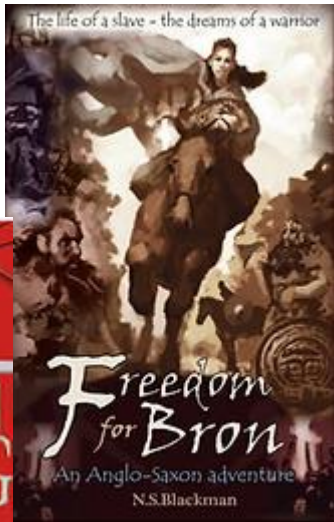
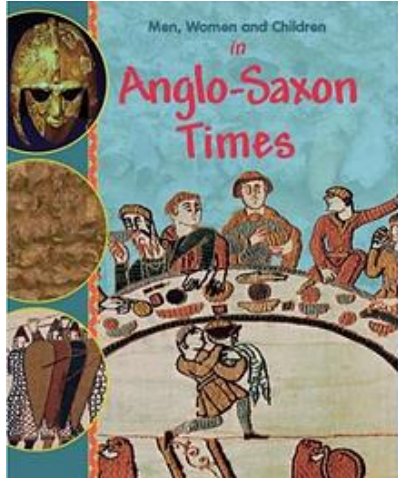
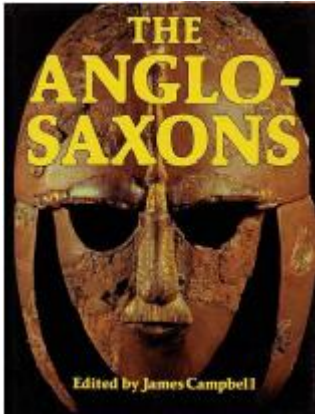
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# Reading Spine

Rickleton Primary School



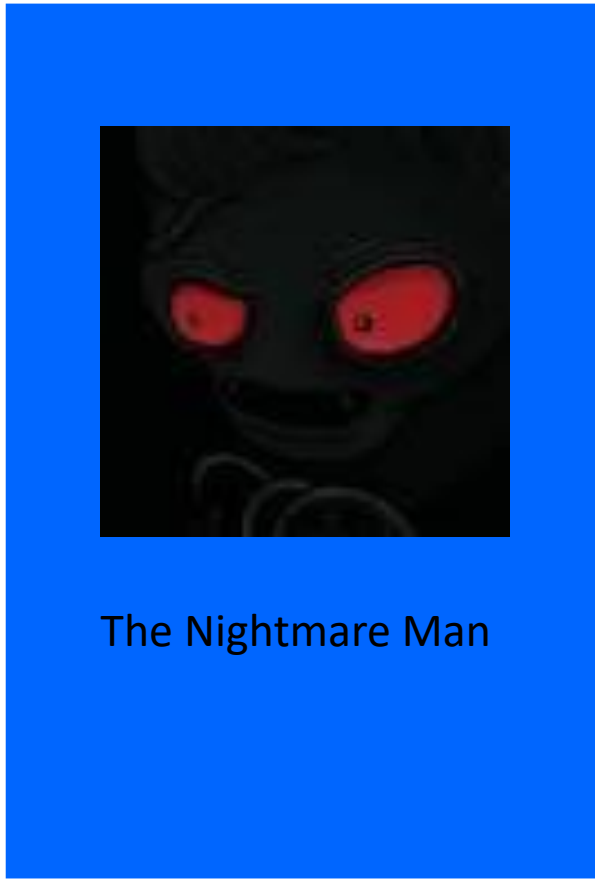
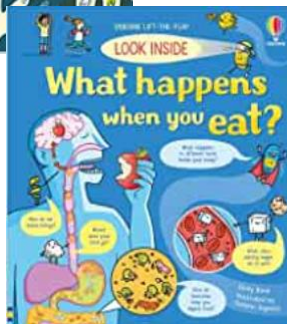
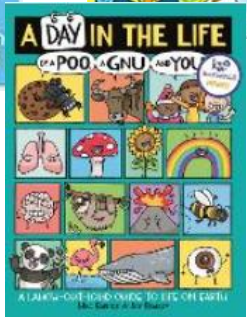
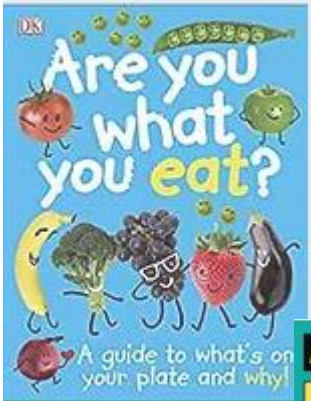
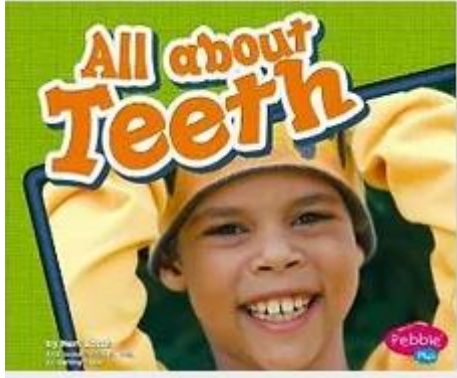
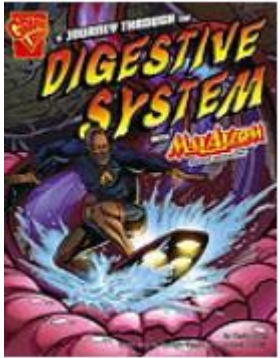
# The Anglo Saxons



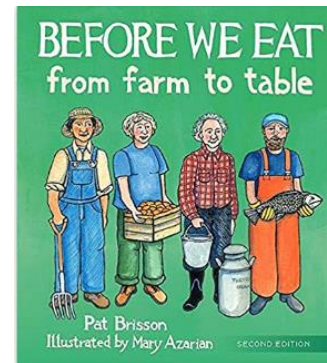
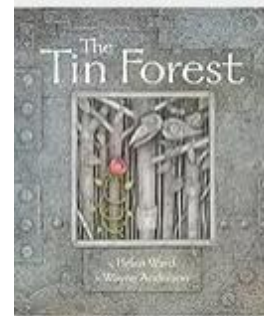
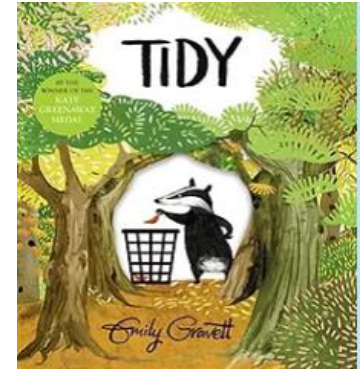
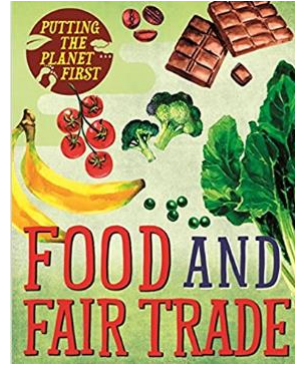
Comprehension plus

States of Matter


The Anglo-Saxons




The Nightmare Man



Comprehension plus

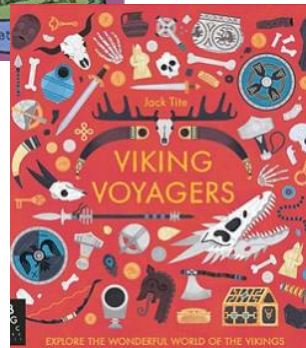
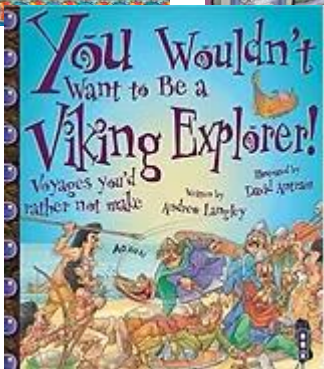
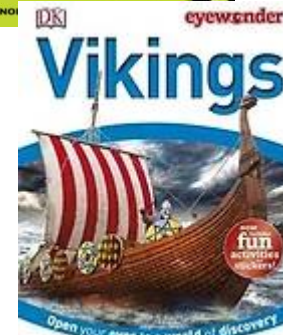
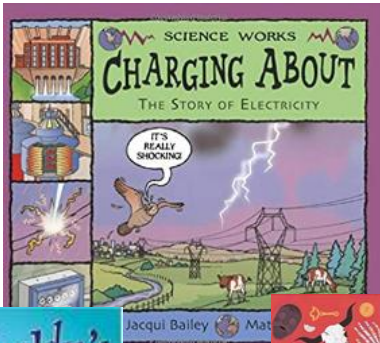
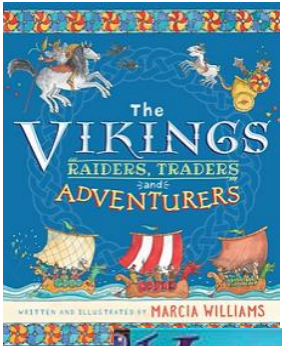
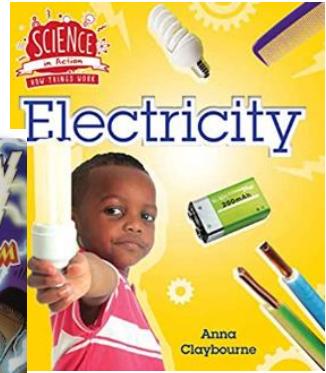
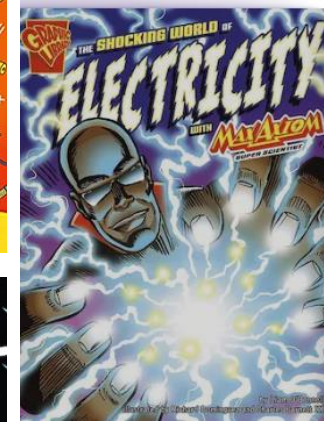
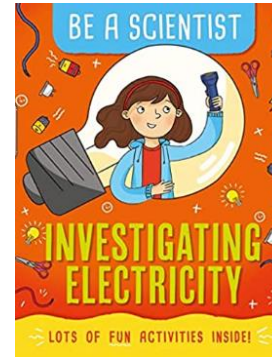
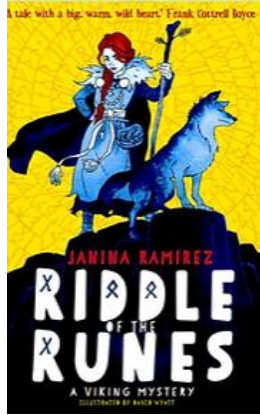
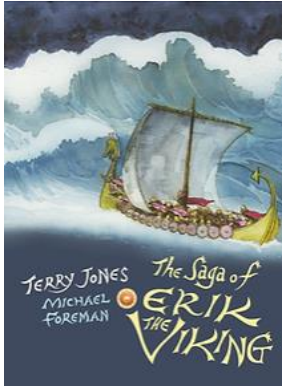


Eating And Digestion



Where Our Food Comes From





Comprehension plus



The Vikings

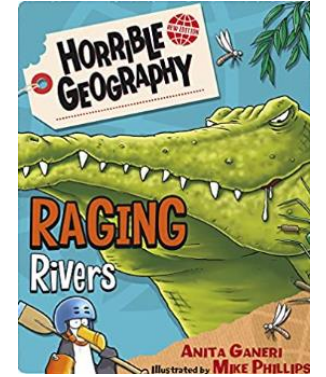
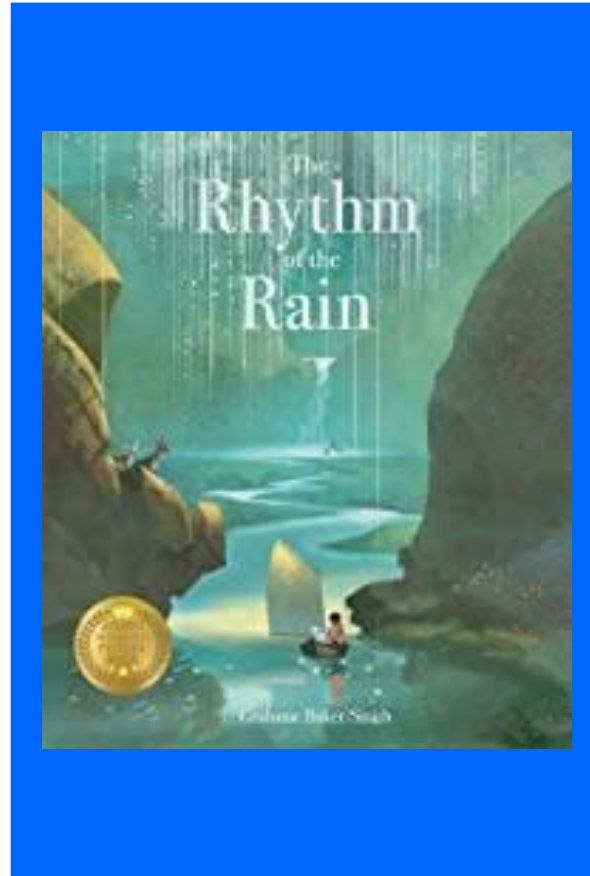
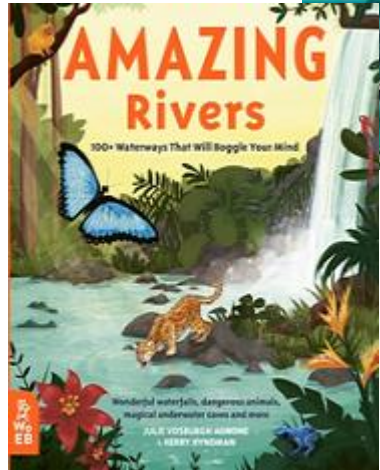
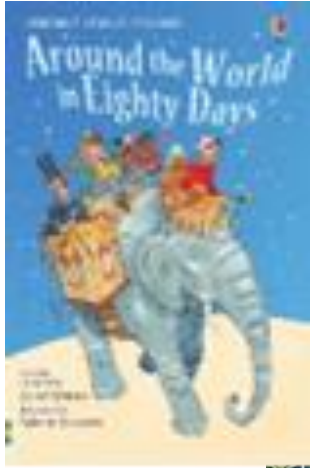


Electricity

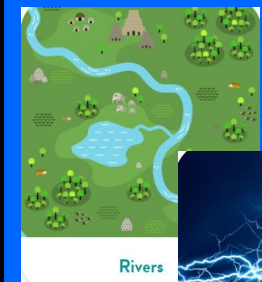


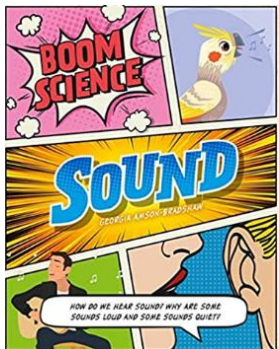
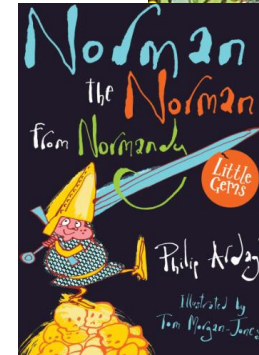
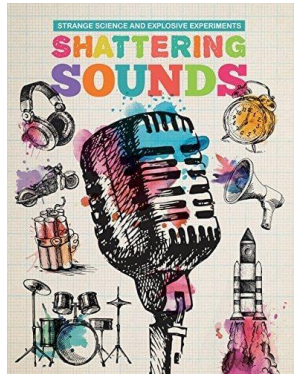
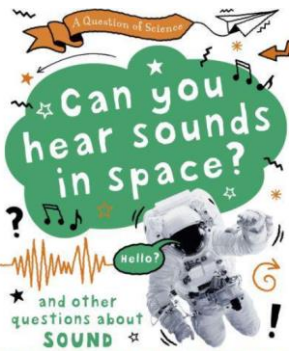
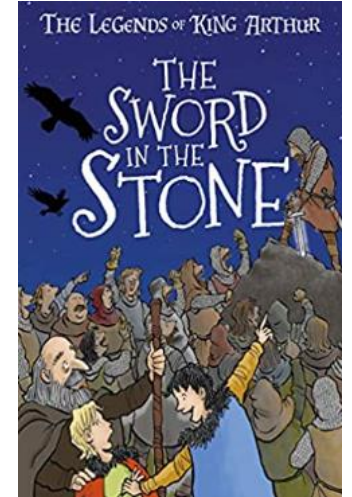
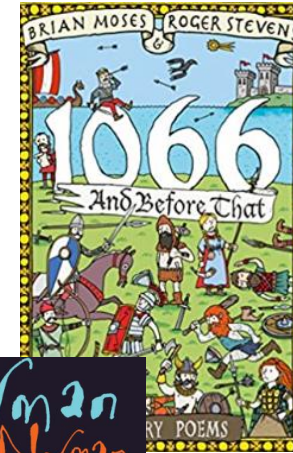
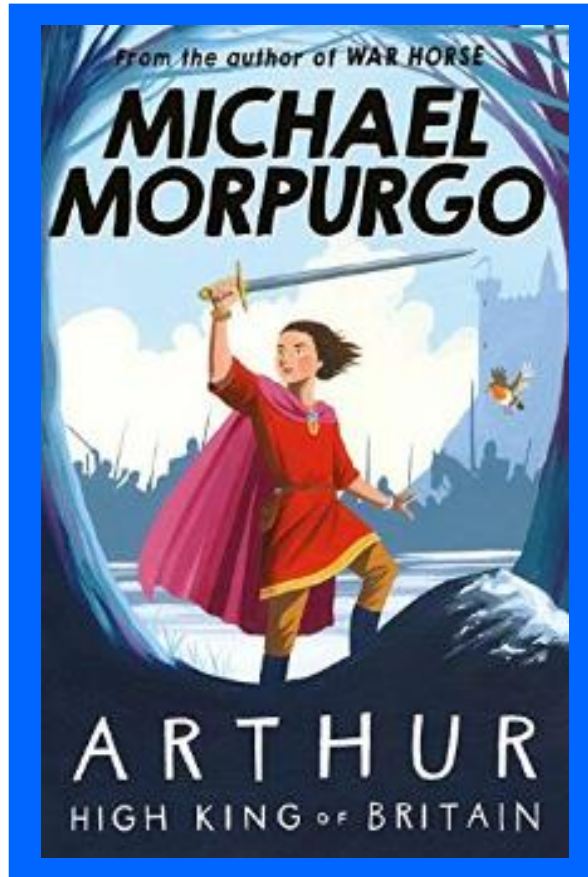
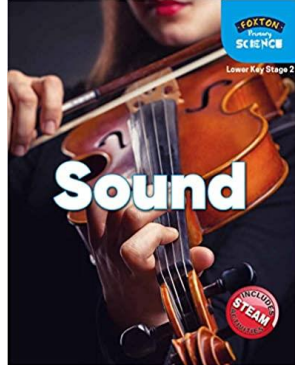
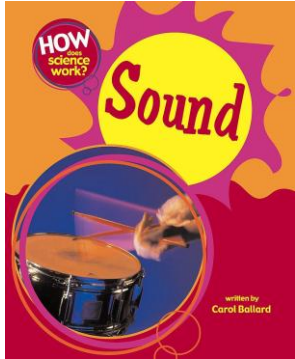
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Spring 2



Comprehension plus

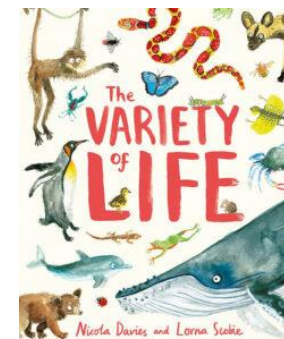
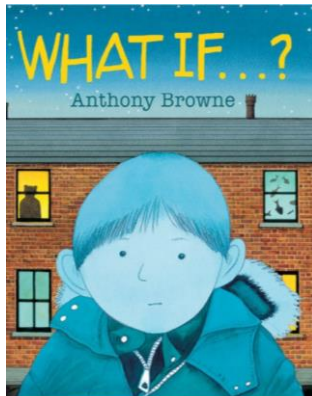
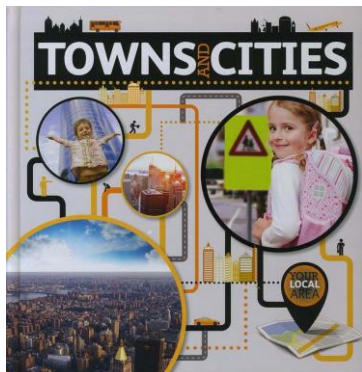
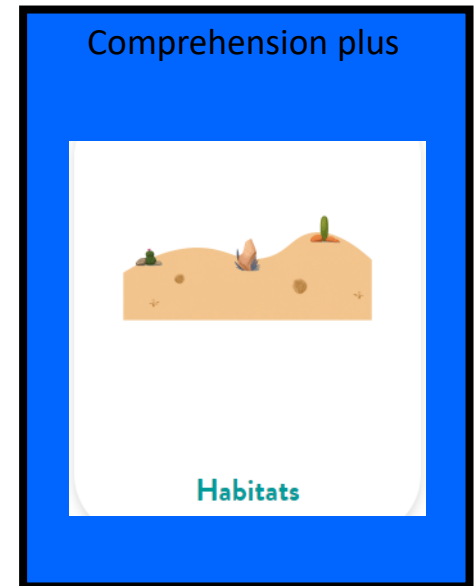
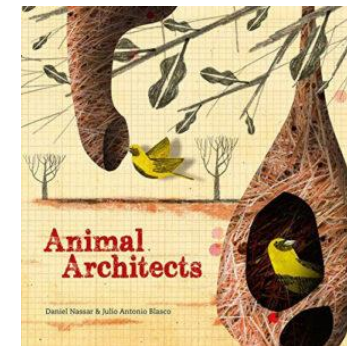
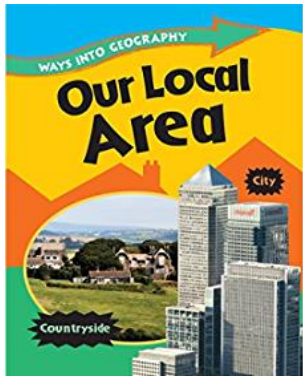
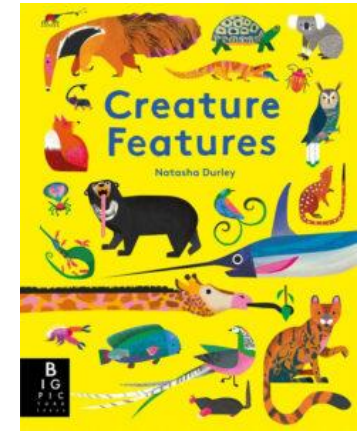
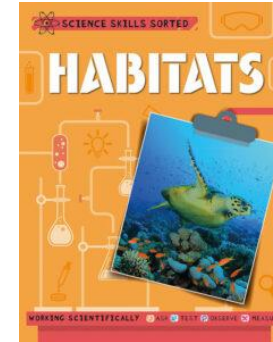
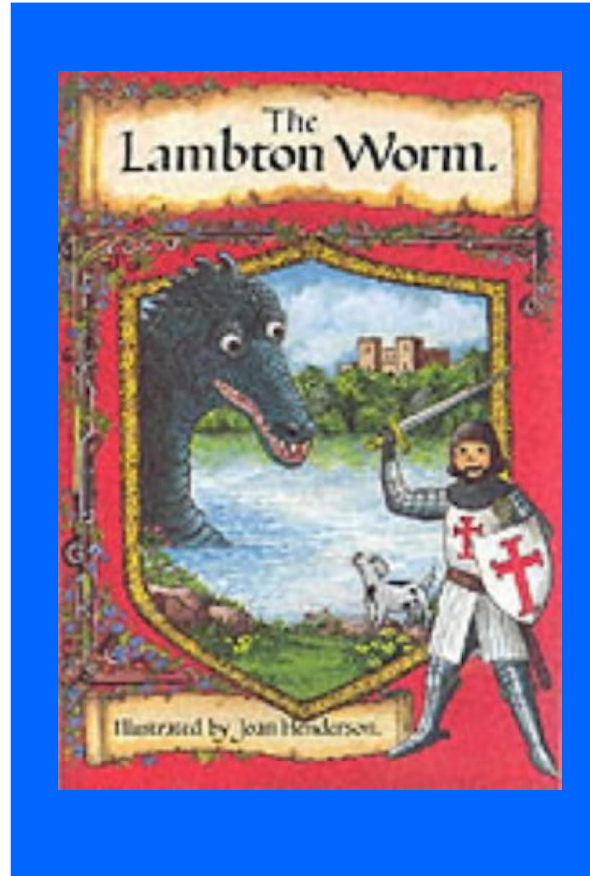
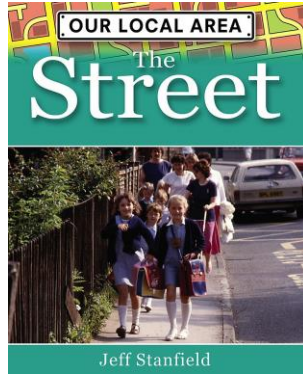
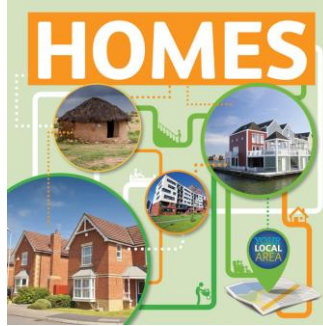
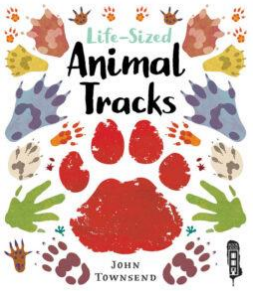




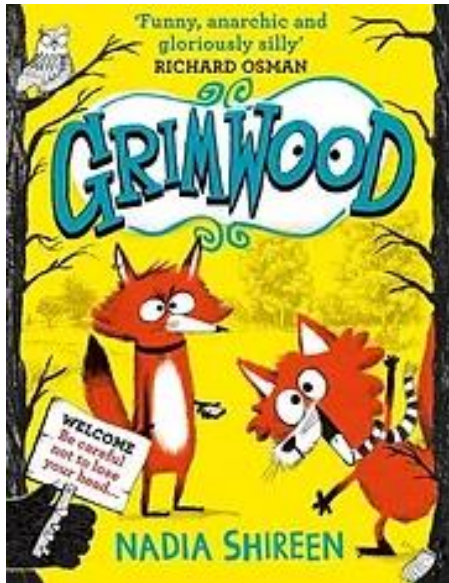
Comprehension plus



The Normans



## Class Readers



Term 1



Term 2



Term 3

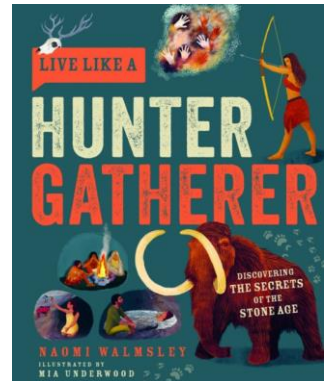
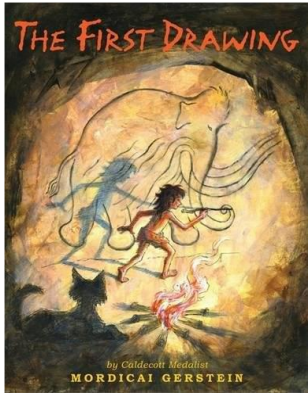
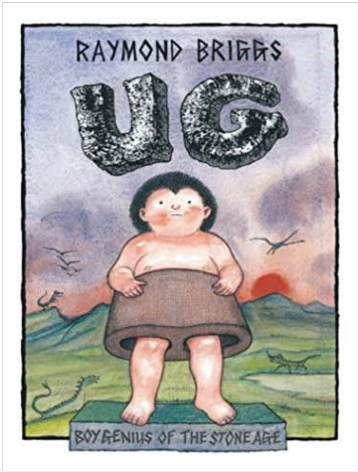
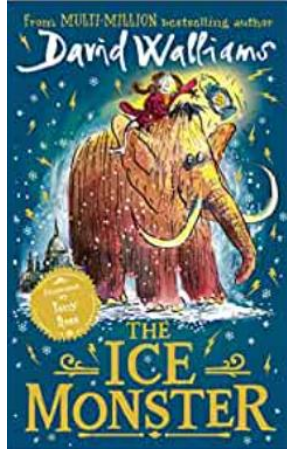
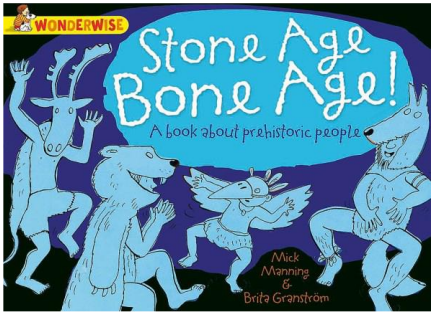
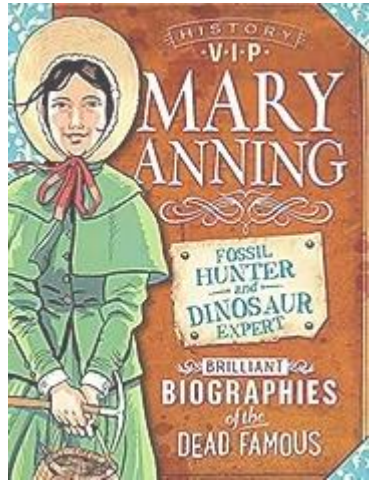
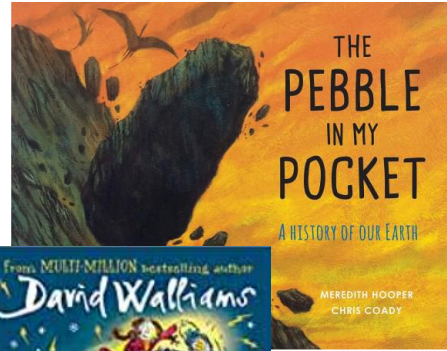
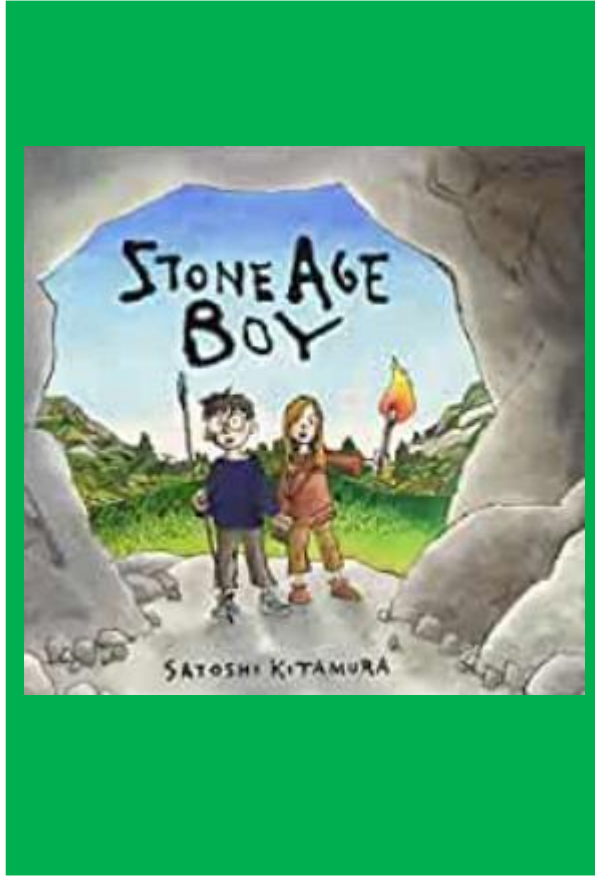
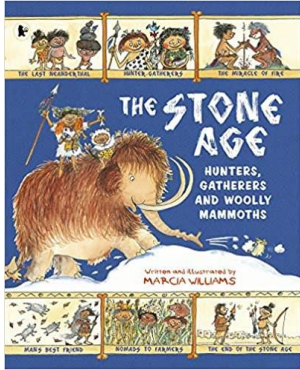
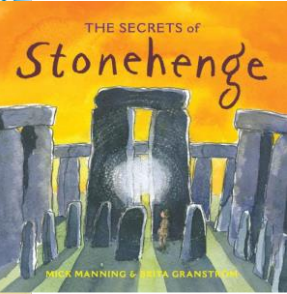
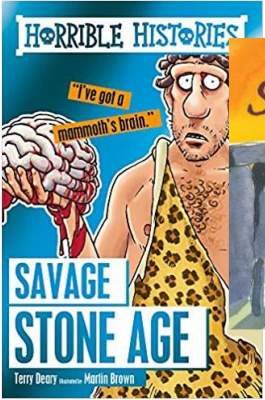
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# Reading Spine

Rickleton Primary School



# What are rocks and fossils?



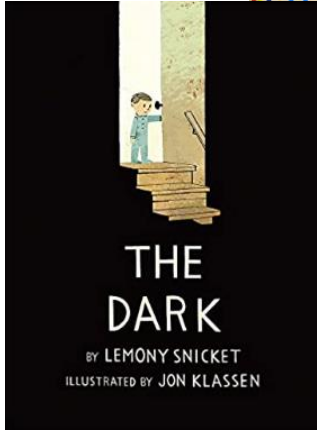
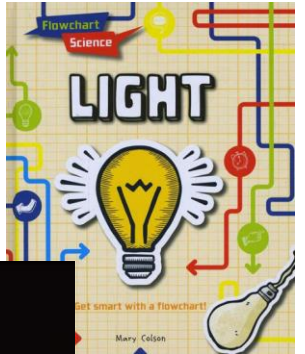
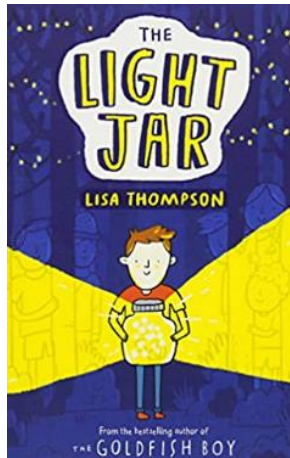
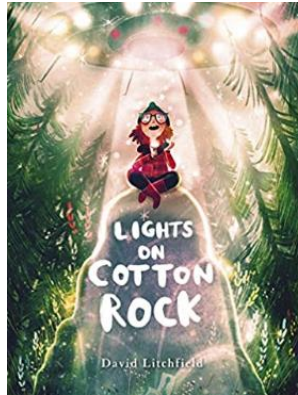
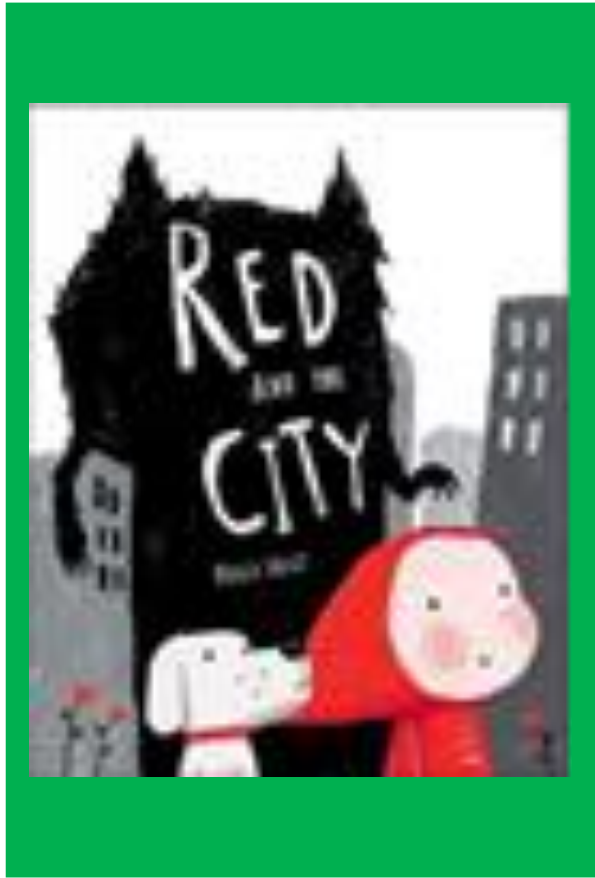
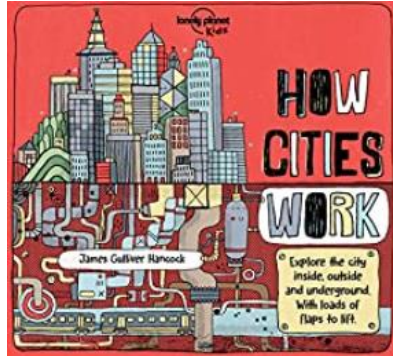
Comprehension plus

Rocks and Fossils

The Stone Age



# Autumn 2



Comprehension plus

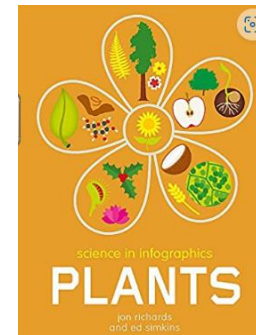
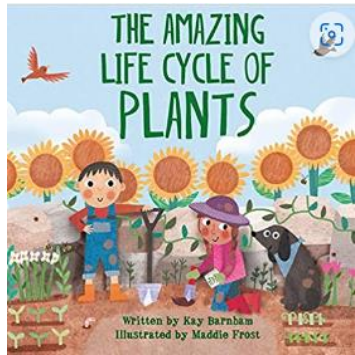
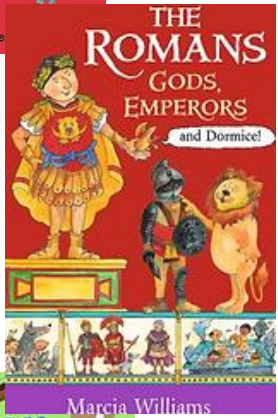
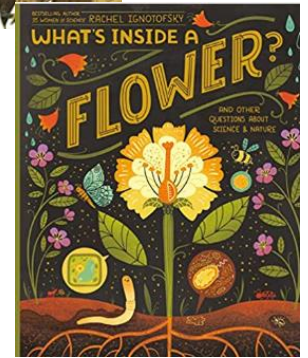
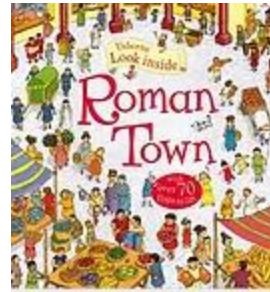
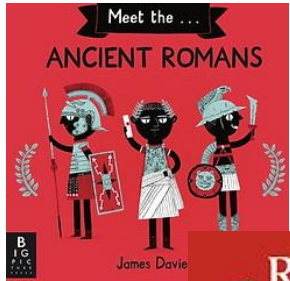
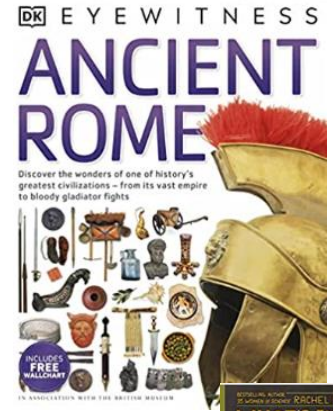
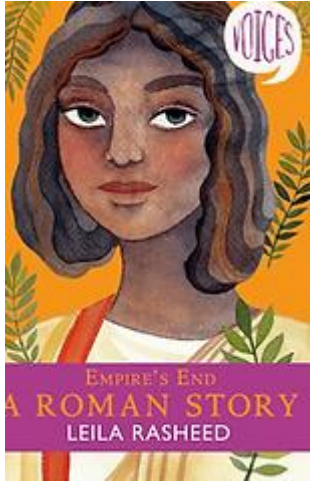
Light

Urban Living



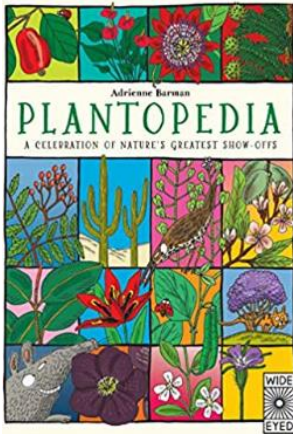
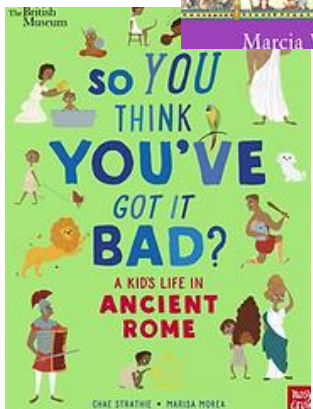
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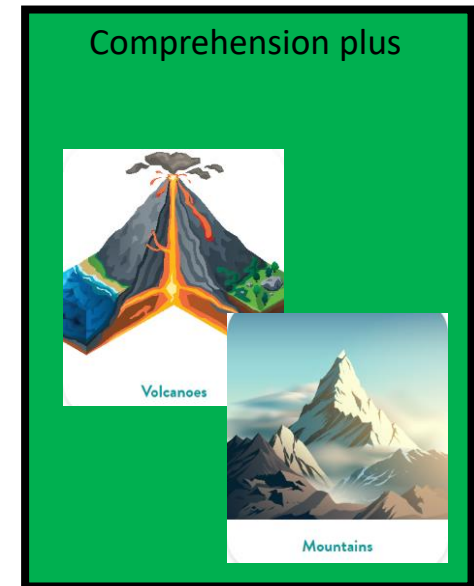
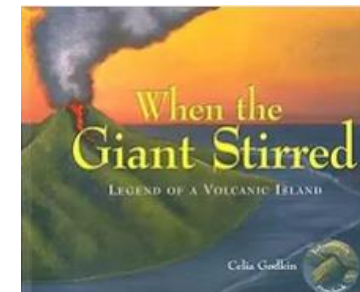
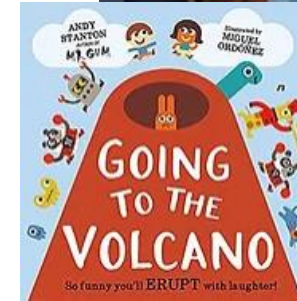
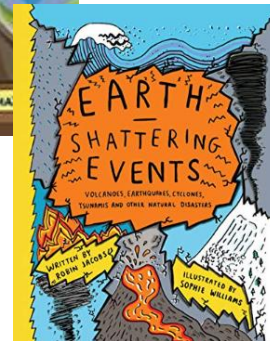
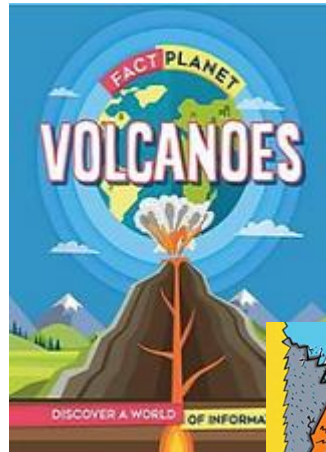
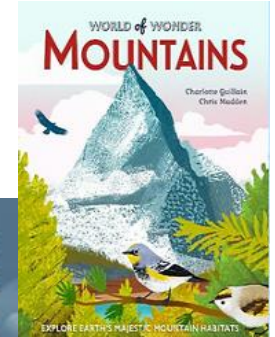
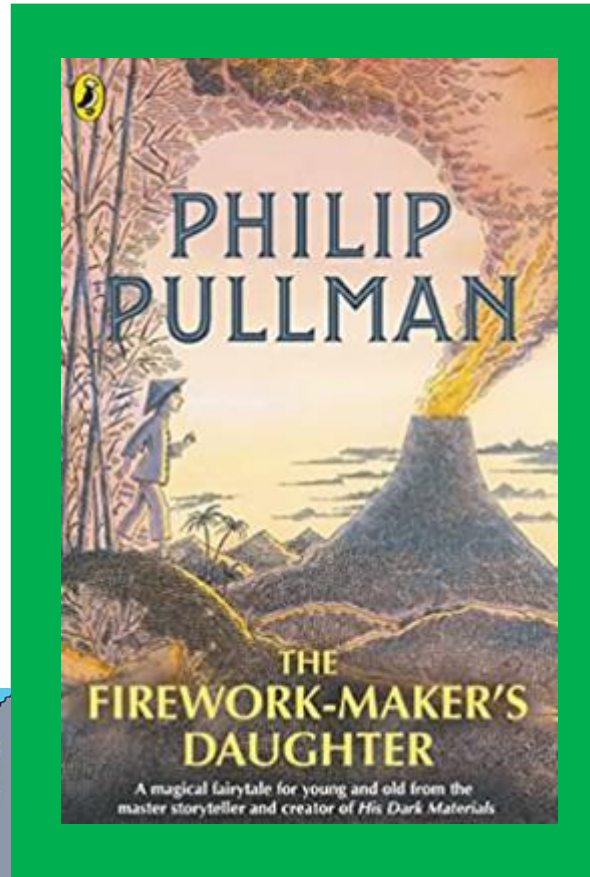
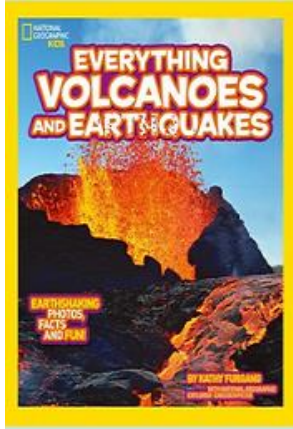
Spring 1



Comprehension plus

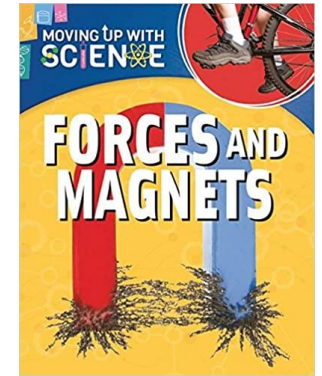
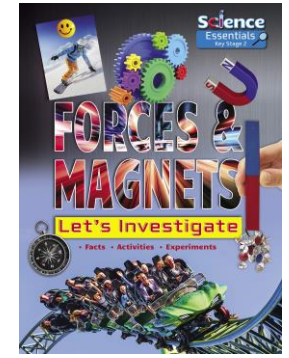
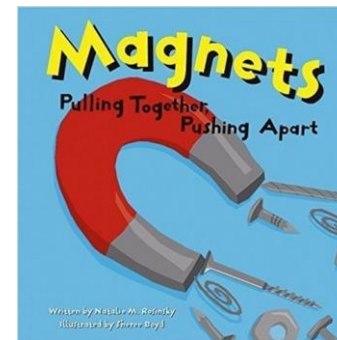
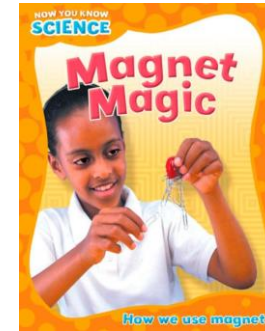
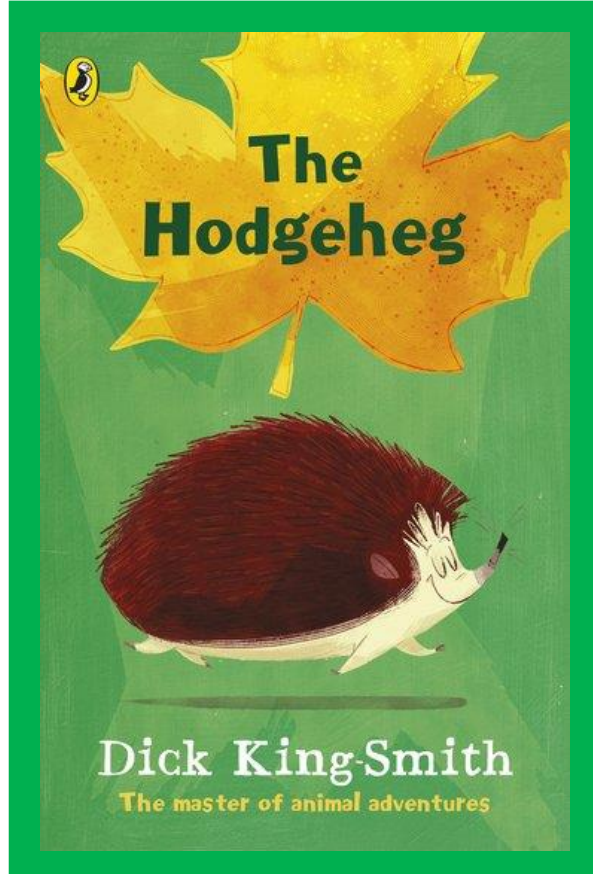
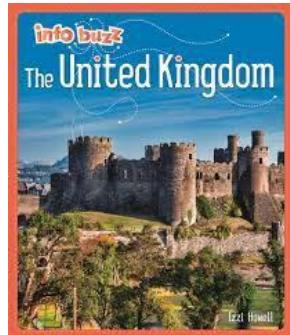
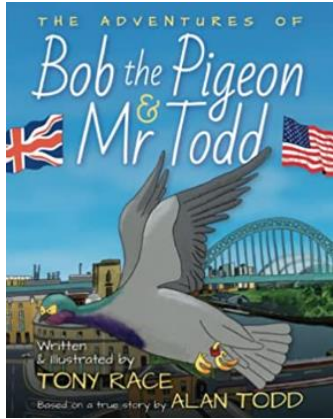
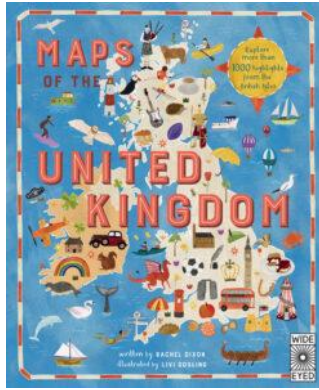
The Romans






3


# Summer 1



Comprehension plus



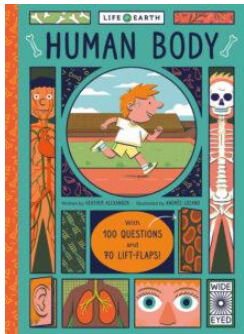
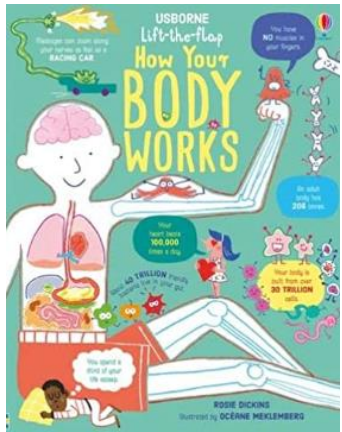
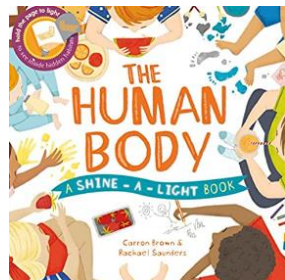
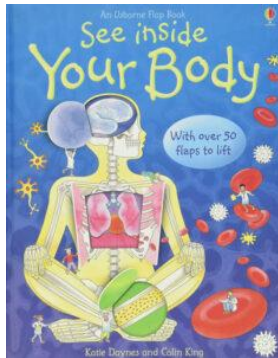
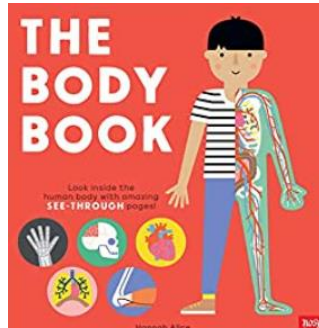
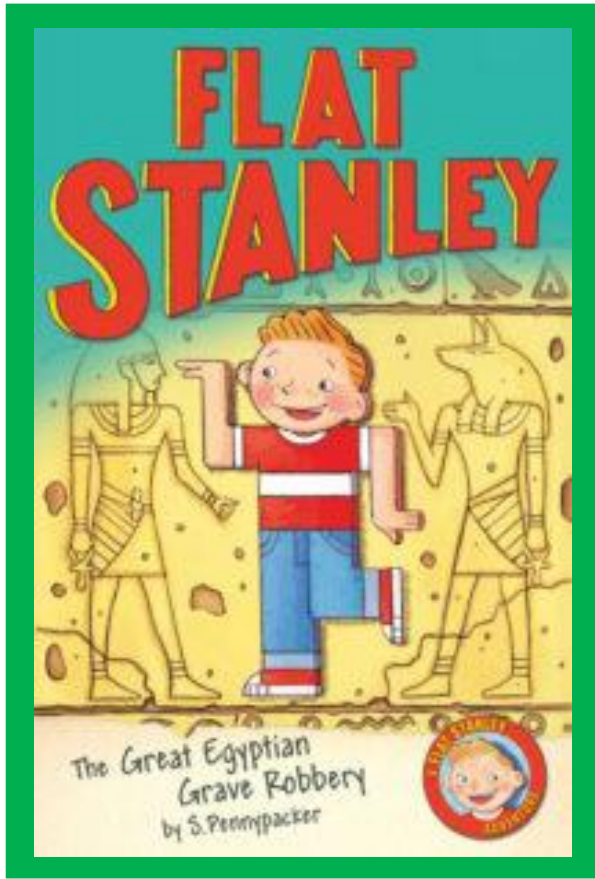
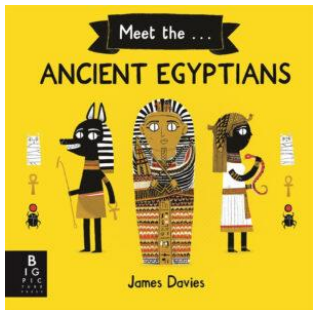
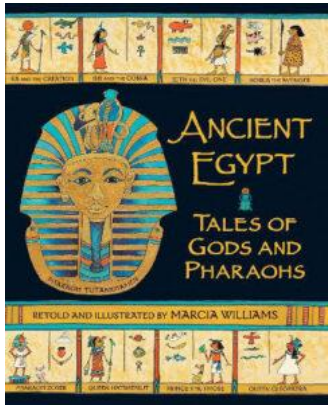
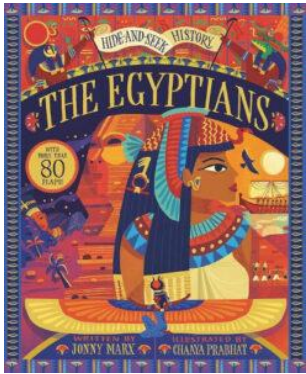
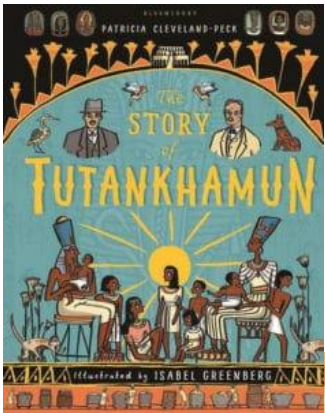
Towns and Villages




Forces and Magnetism

3

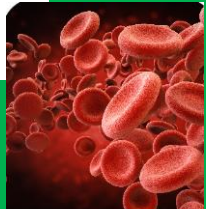
# Summer 2



Comprehension plus



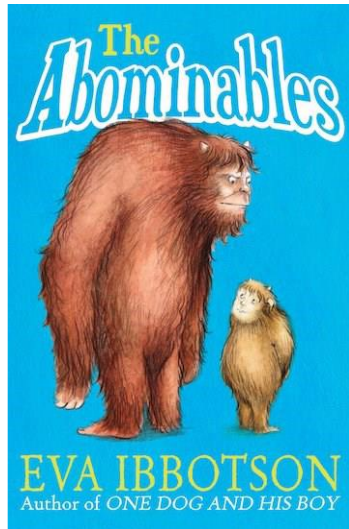
Ancient Egypt



The Human Body



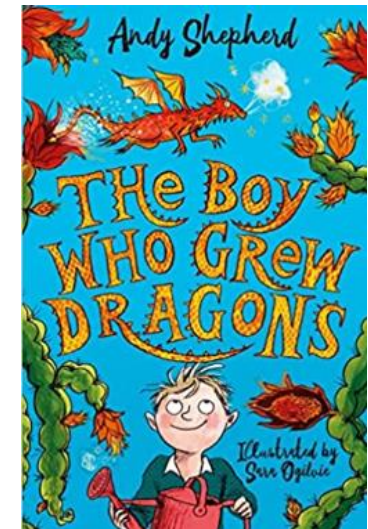
## Class Readers



Term 1



Term 2



Term 3

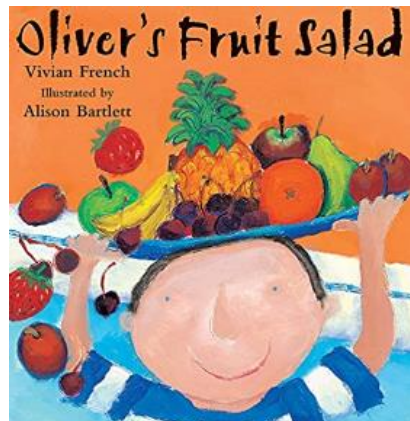
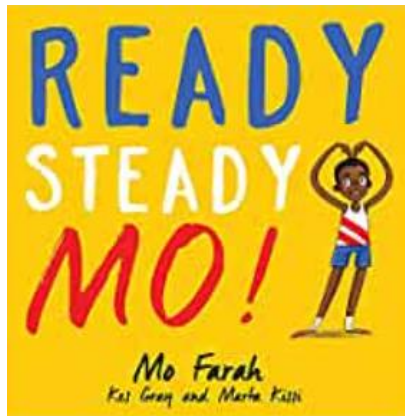
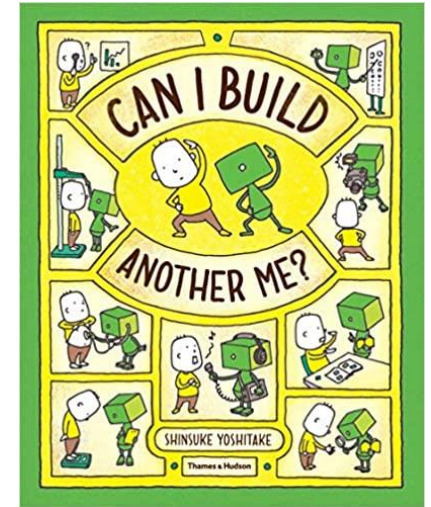
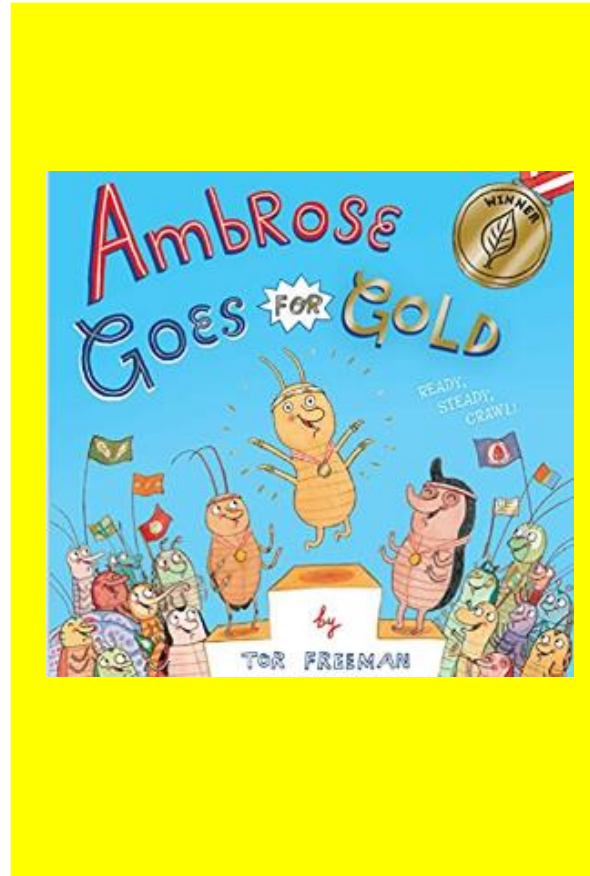
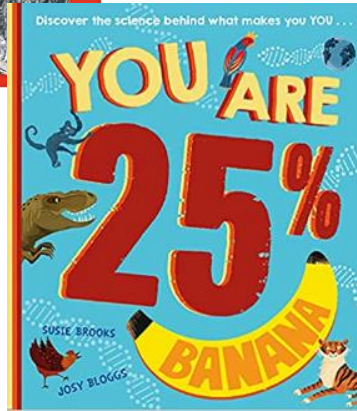
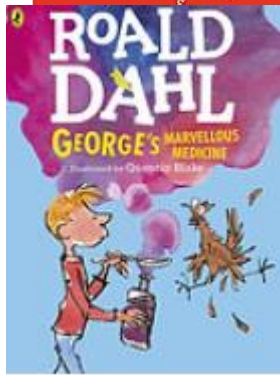
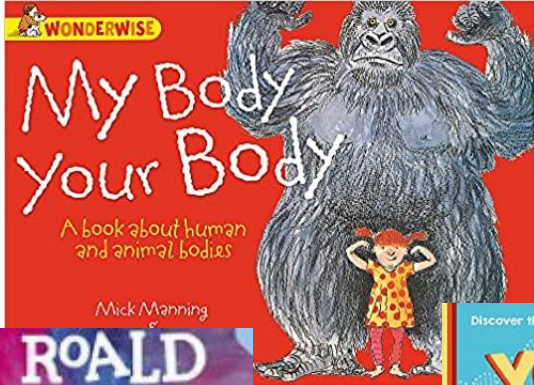
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# Reading Spine

Rickleton Primary School



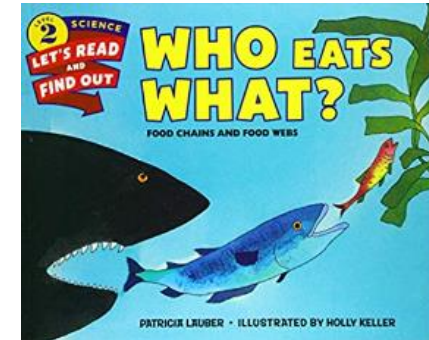
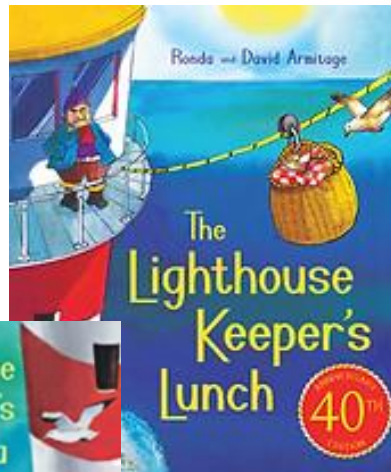
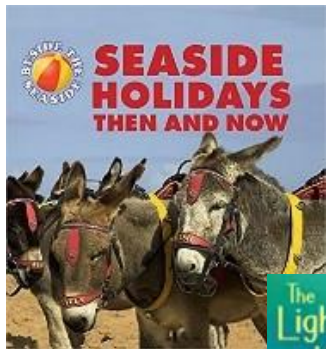
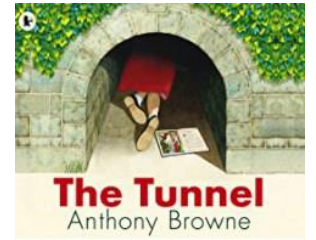
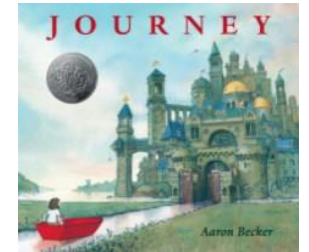
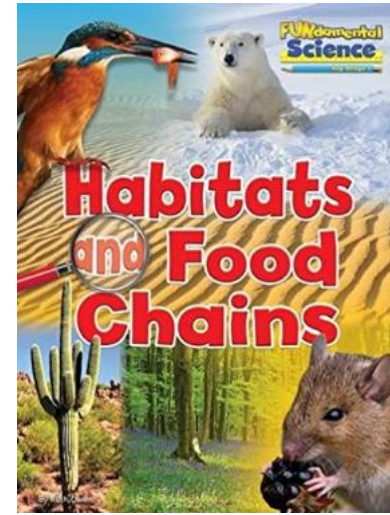
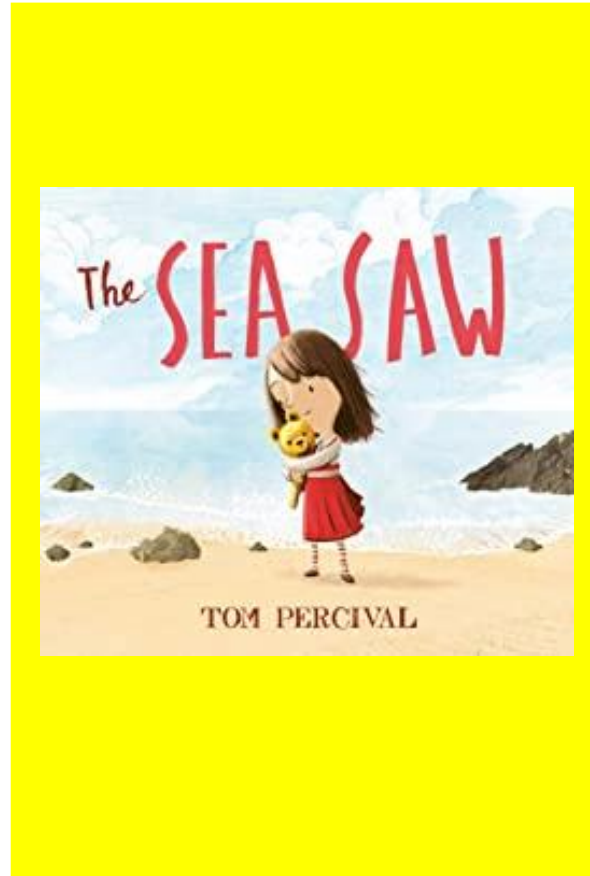
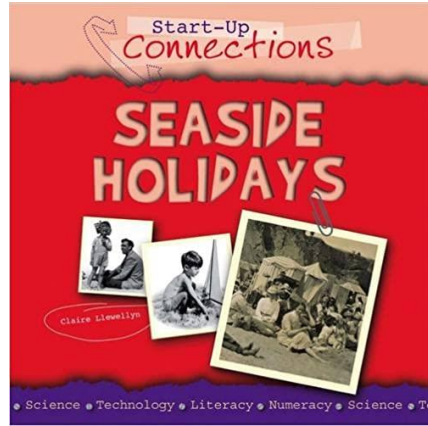
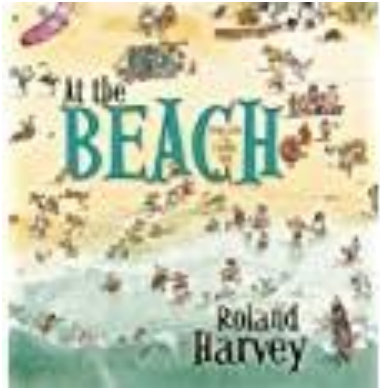
# What are human needs?



Comprehension plus

Looking After Ourselves



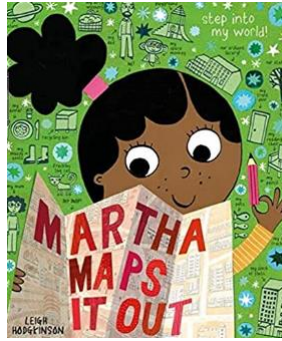
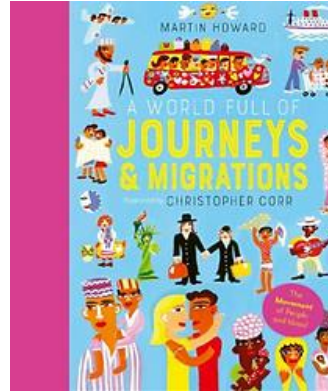


Comprehension plus

The Seaside

Food Chains



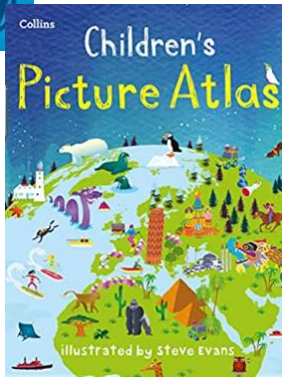
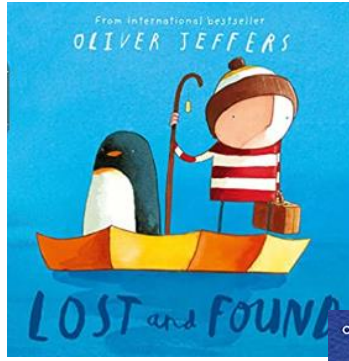
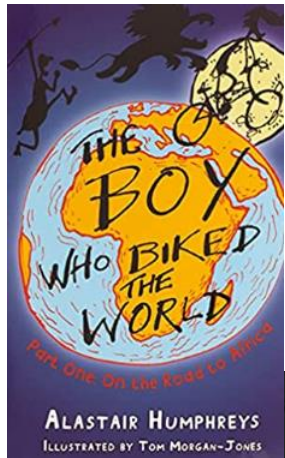
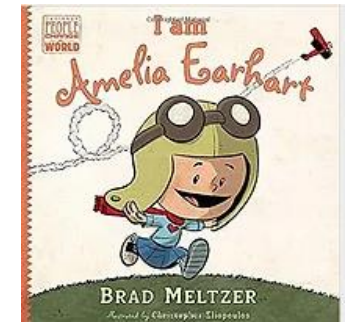
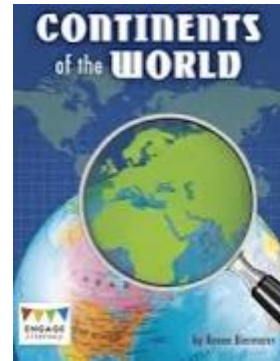
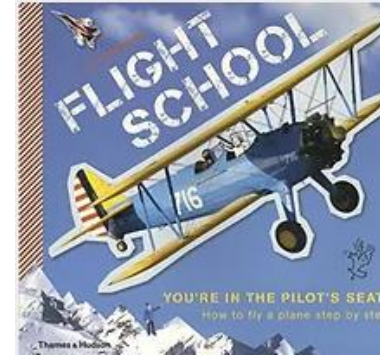


### Famous Female Explorers

*Non-chronological report*

Have you ever wanted to discover something new? These great women had bigger dreams than anyone else, the greatest dreams of finding new ways to travel, discovering the newest animals and exploring places that no one had been to before. They were fearless pioneers because everybody told them that women should not have joyful ideas. It's a good job they didn't listen! If you have big dreams, follow your heart and don't give up.

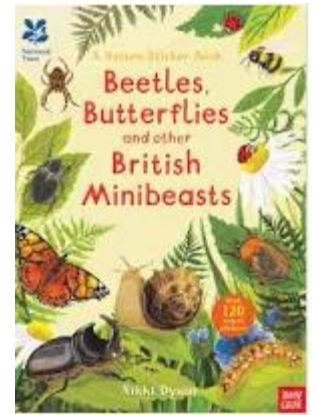
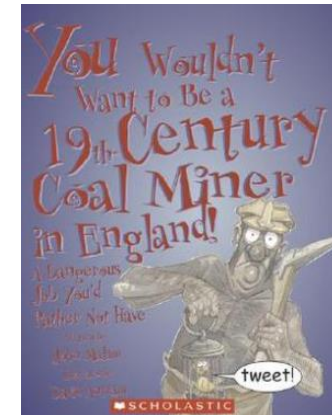
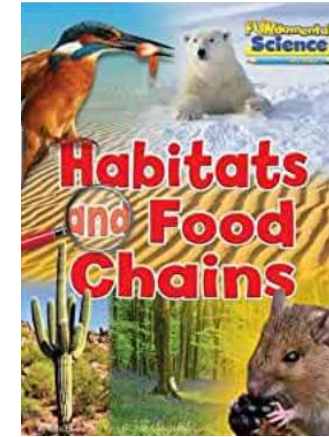
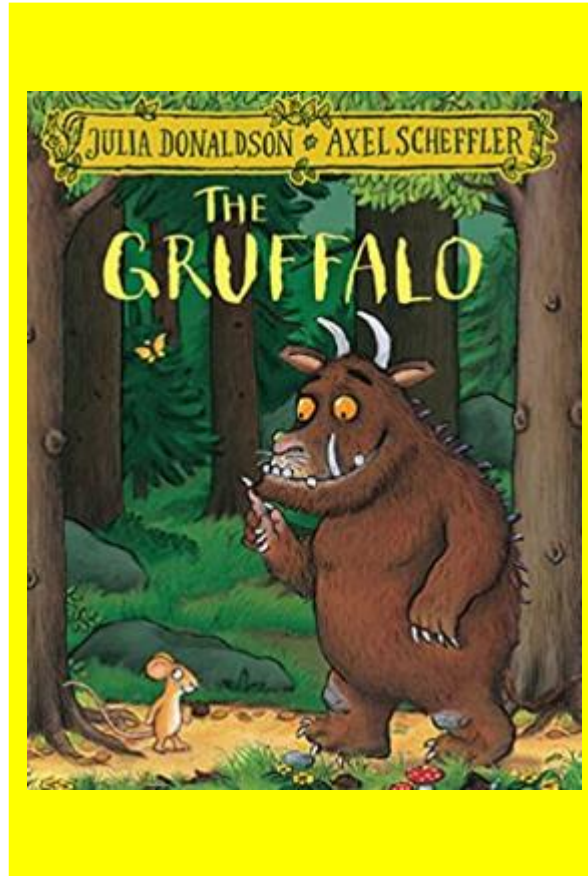
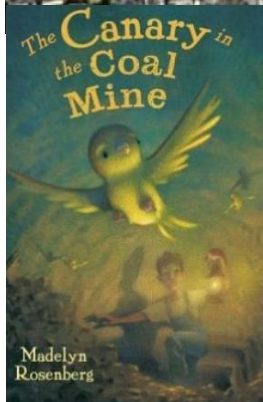
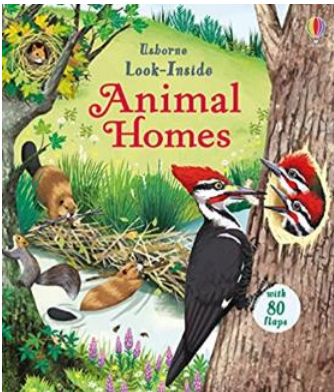
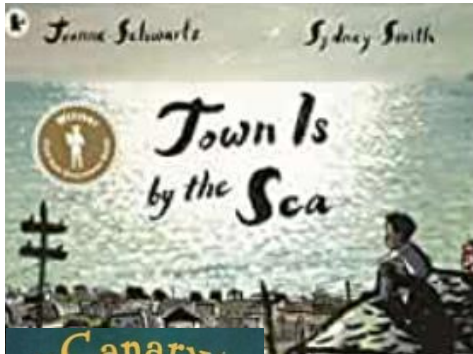
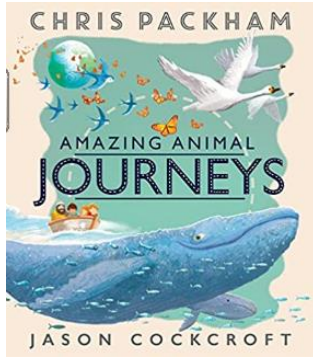
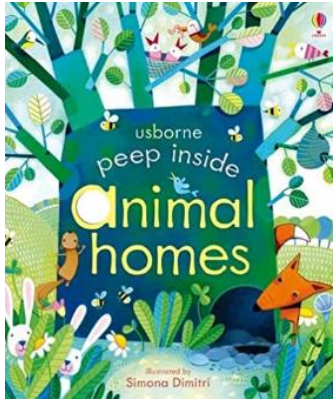
<p><b>Bessie Coleman (1892-1926)</b></p> <p>Bessie travelled to France to learn to fly. She was the first Black female pilot in the world. She was banned from flying schools as a child because of the colour of her skin, but that didn't stop her. She saved her own money by working very hard. Next, she learnt French so she could read there to take flying lessons. Her nickname was 'Queen Bee' and she performed daredevil stunts in air shows. She died during a practice flight, but will be remembered forever because of her determination.</p>	<p>A world map with various exploration routes marked in orange and blue, connecting continents and oceans.</p>	<p><b>Amelia Earhart (1897-1937)</b></p> <p>Amelia's childhood was full of adventure because she loved building, camping and exploring. As a child, she lived with her mother, father and sister in Kansas, America. When she grew up, she became the first female pilot to fly over the Atlantic. Her determination led her to prove to the world that a woman could be a pilot, so she set off on the exciting journey. Amelia's flight took off across the Atlantic Ocean from Canada to North America to Wales in the UK. Unfortunately, she disappeared on a flight around the world in 1937 and has never been found. She is remembered as one of the bravest women in flying history.</p>
<p><b>Gertrude Bell (1868-1926)</b></p> <p>Gertrude Bell's talents were endless. She was an excellent writer, traveller and mountain climber. Born in Durham, England, she travelled to the Middle East lots of times. Gertrude taught herself archaeology so that she could study history. She also climbed lots of peaks in the beautiful Alps. She loved dangerous journeys and adventures.</p>		



### Comprehension plus

Explorers

Materials



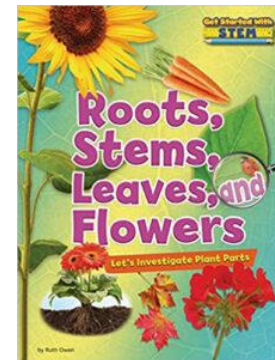
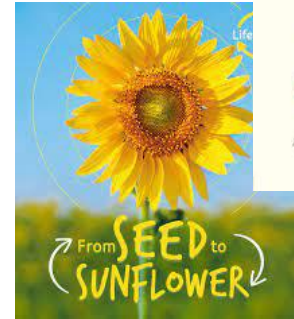
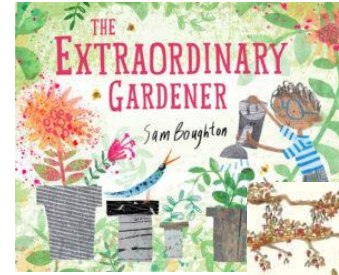
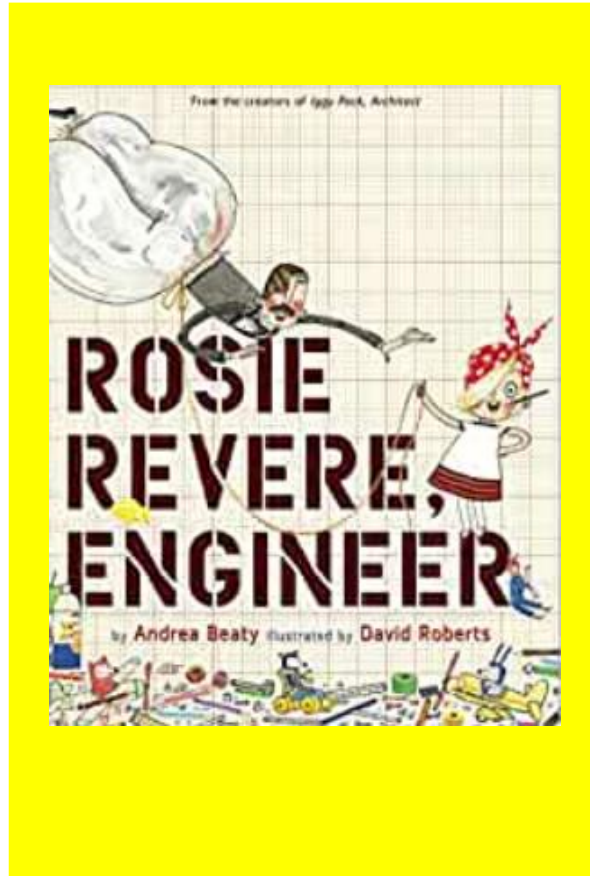
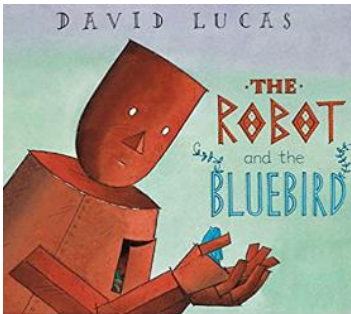
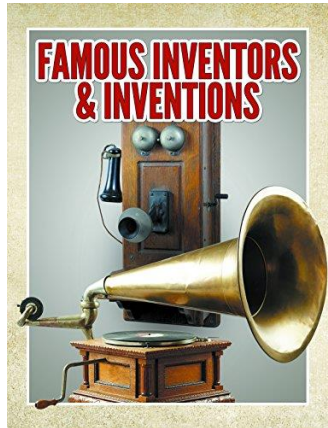
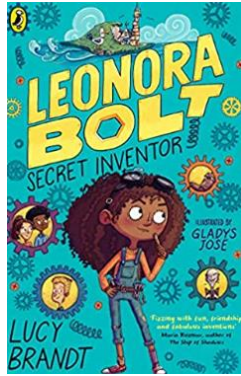
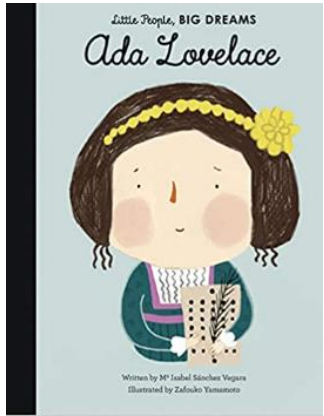
Comprehension plus



Down the Mines



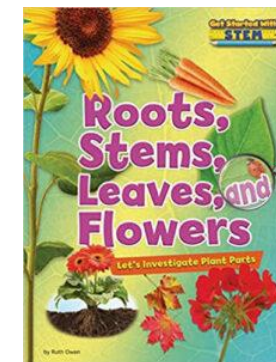
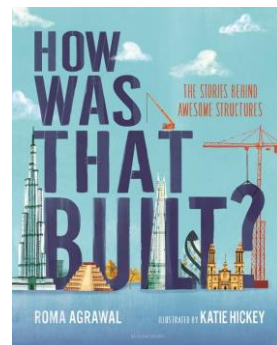
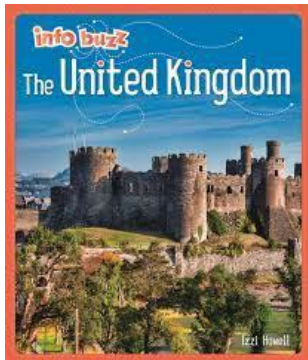
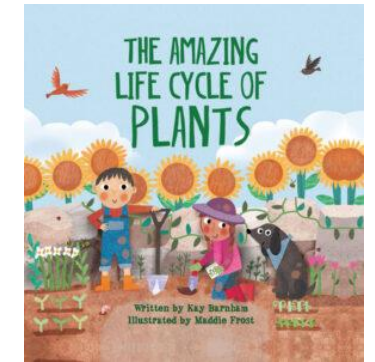
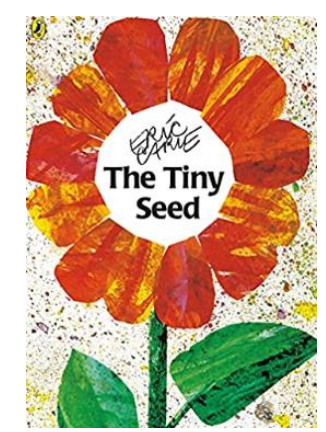
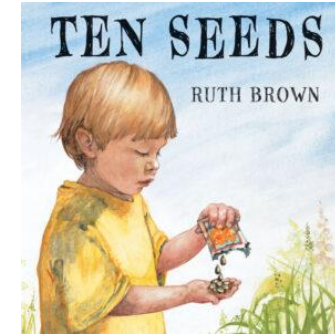
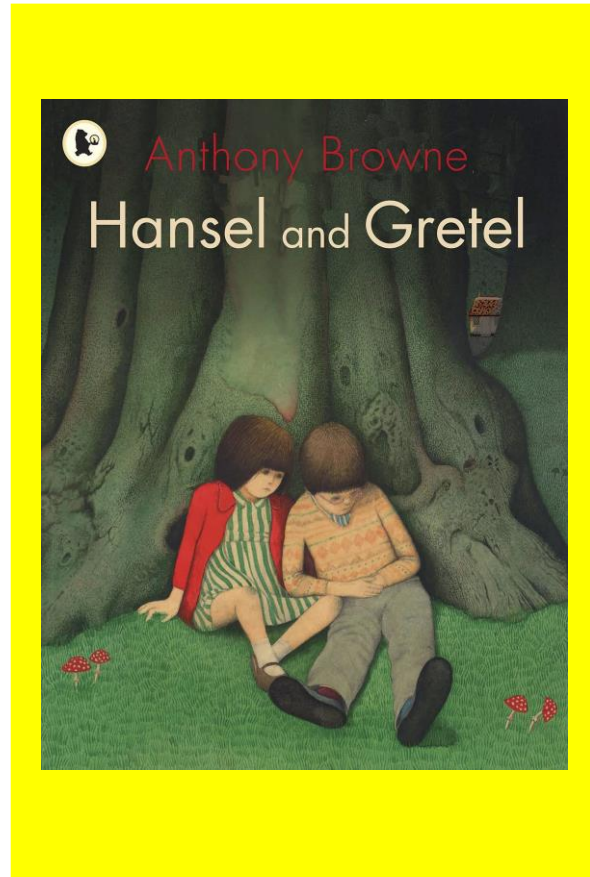
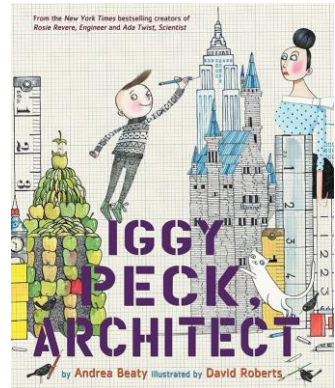
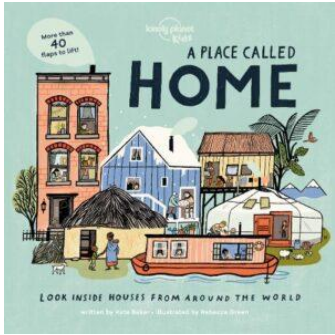
Habitats



Comprehension plus



Growing Plants



Comprehension plus

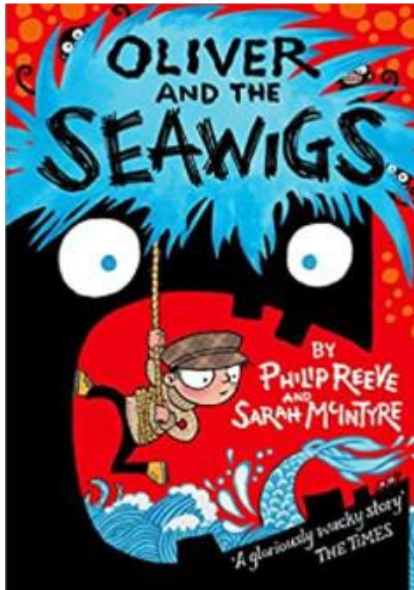


Growing Plants

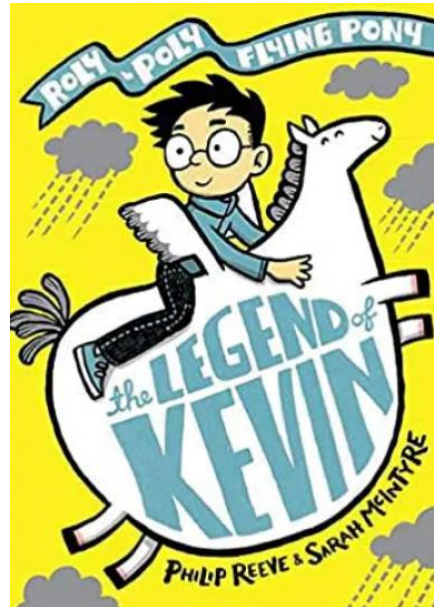


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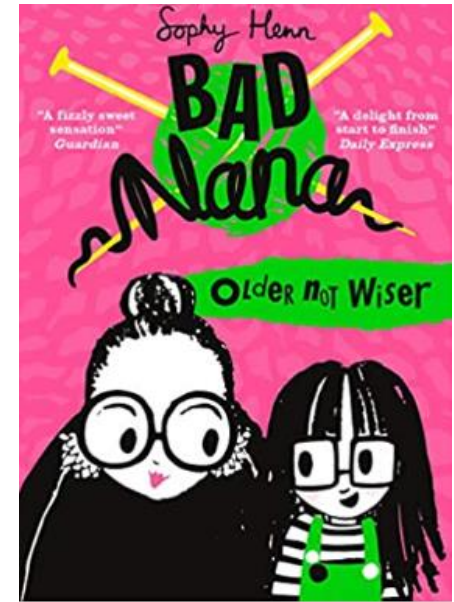
## Class Readers



Term 1



Term 2



Term 3



1

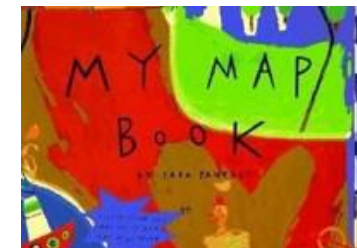
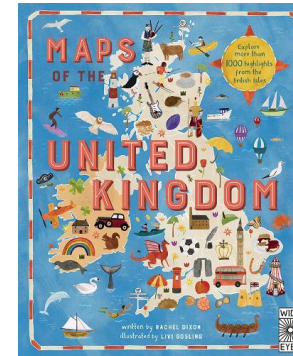
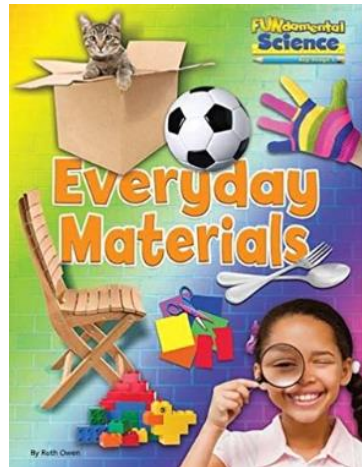
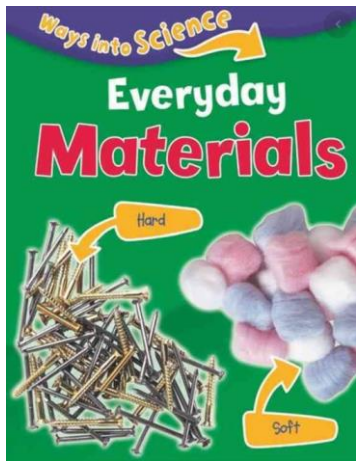
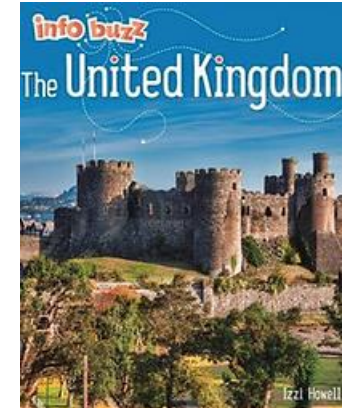
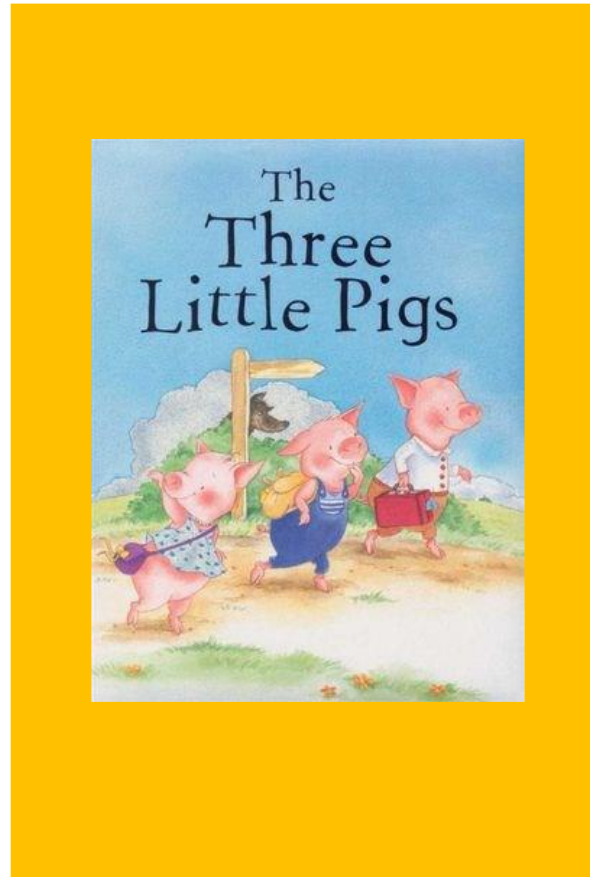
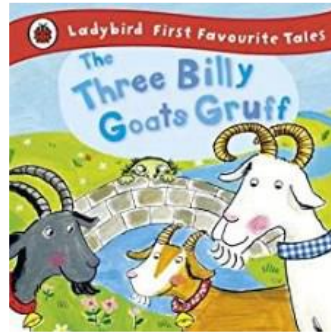
# Reading Spine

Rickleton Primary School



1

# Autumn 1



Comprehension plus

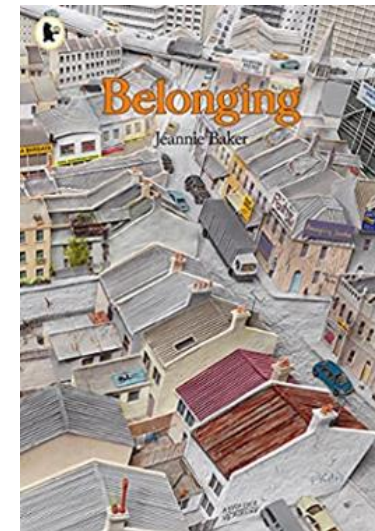
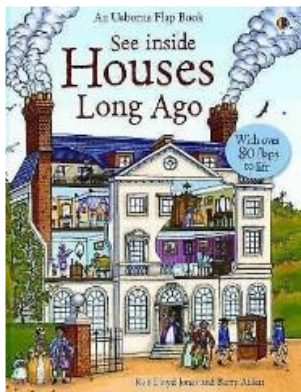
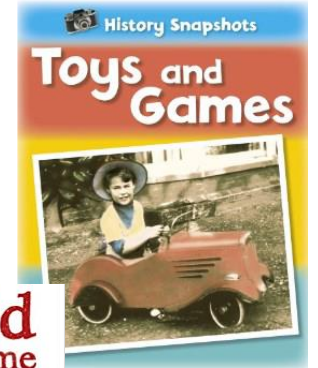
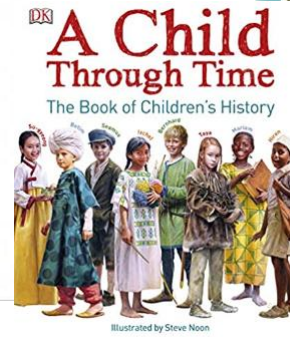
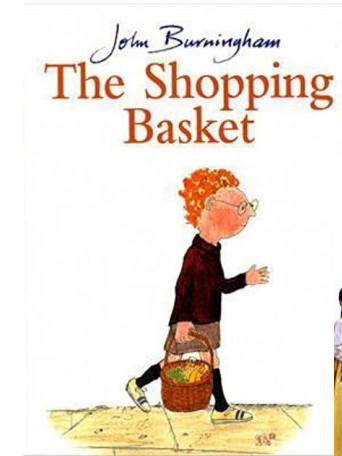
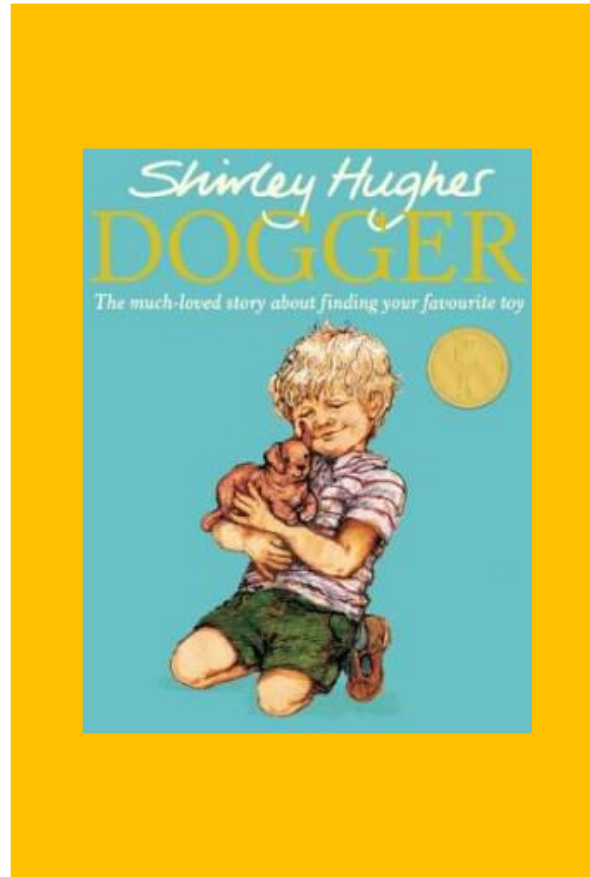
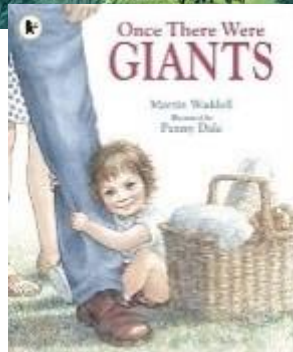
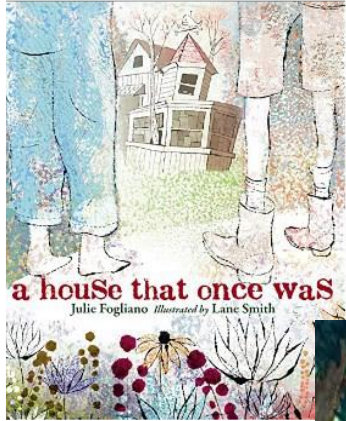


Materials



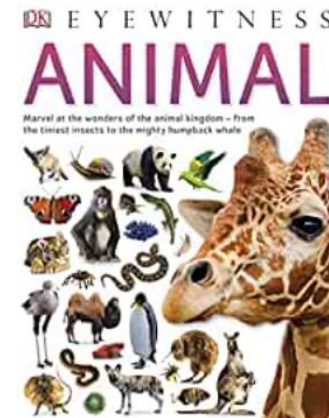
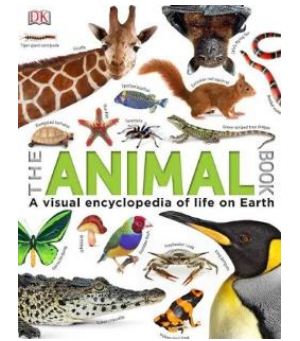
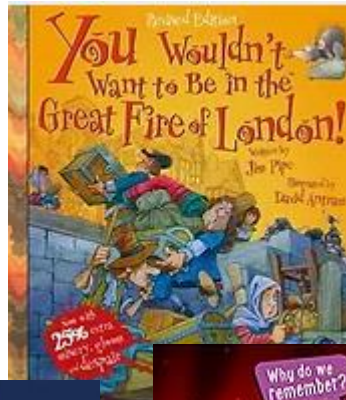
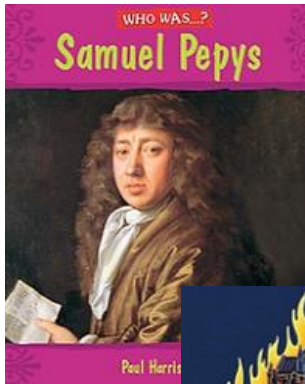
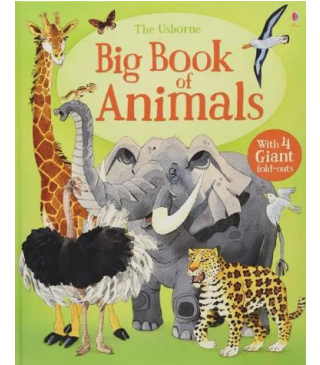
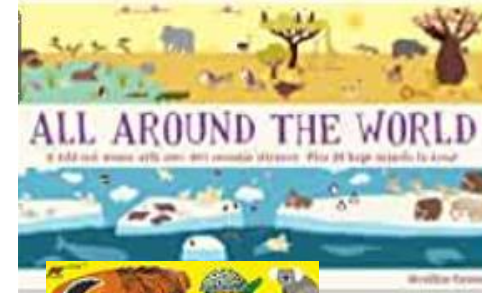
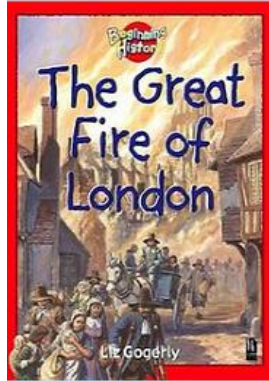
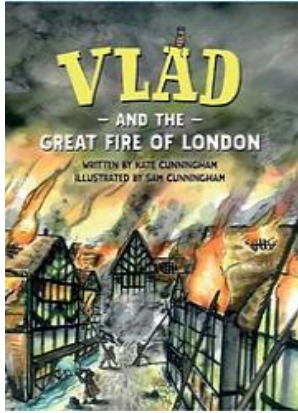
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## Autumn 2


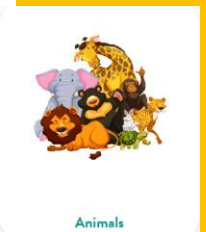


Comprehension plus



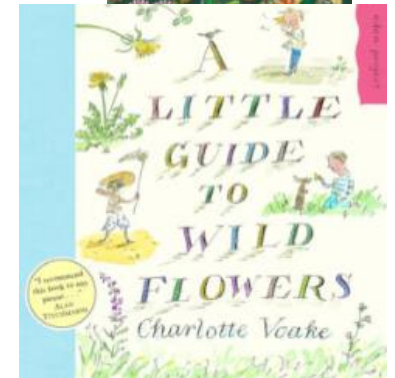
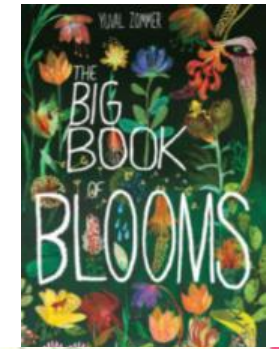
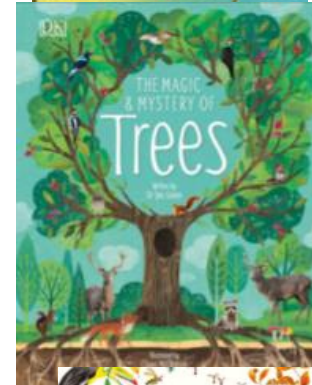
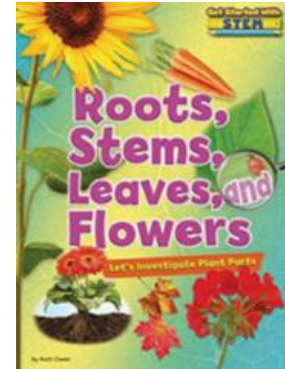
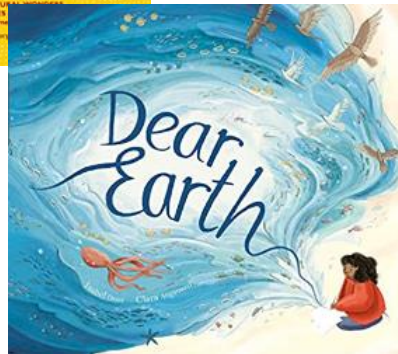
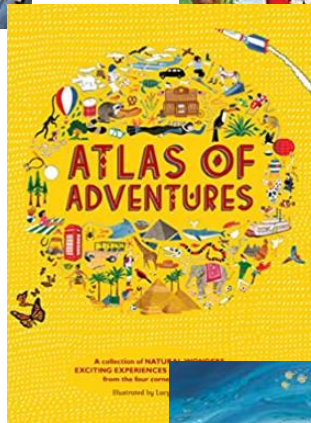
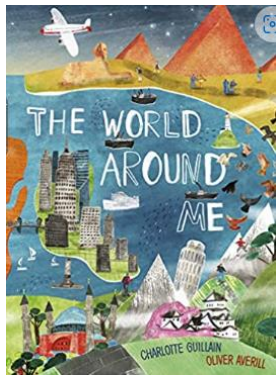
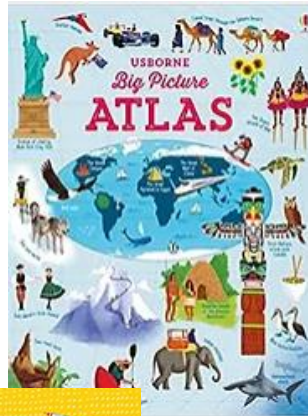


Comprehension plus


1

Spring 2



Comprehension plus



Gardens and Plants

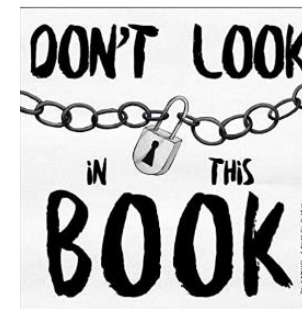
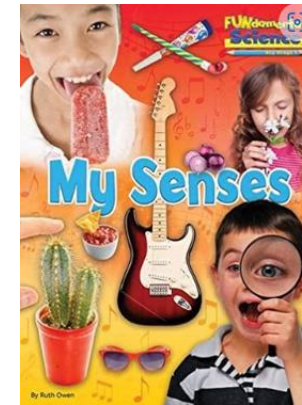
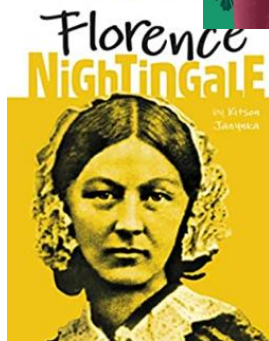
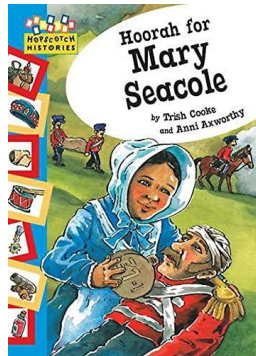
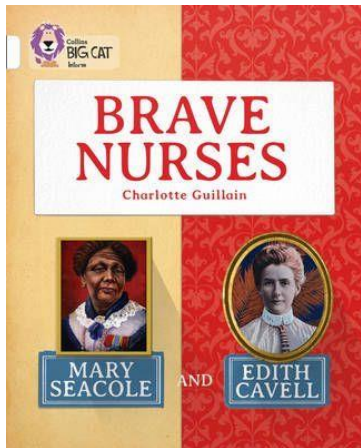
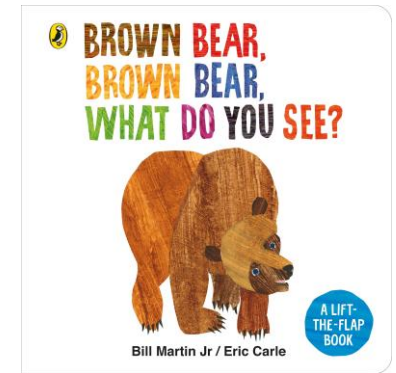
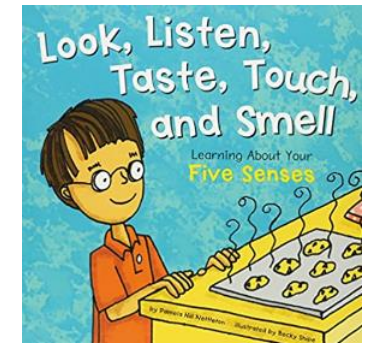
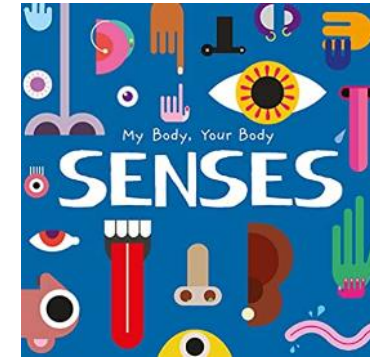
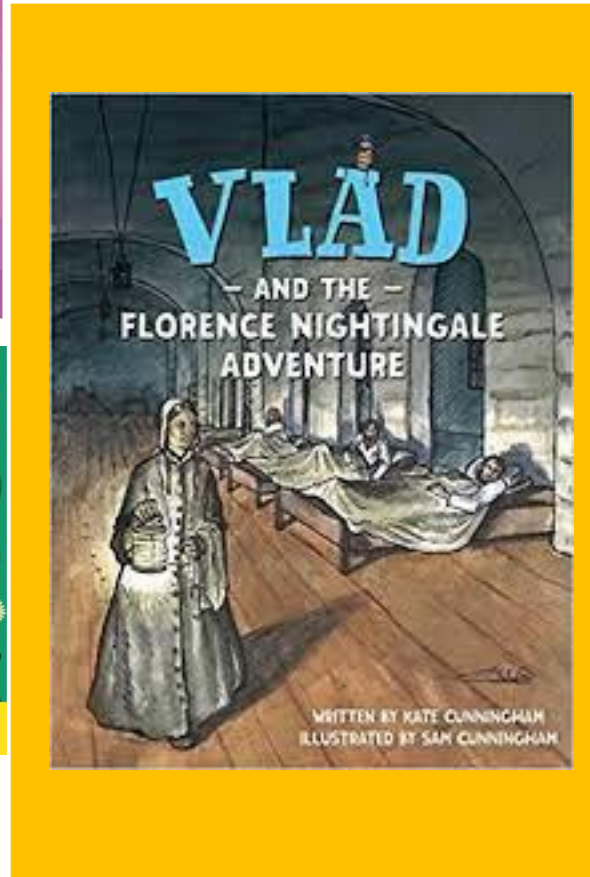
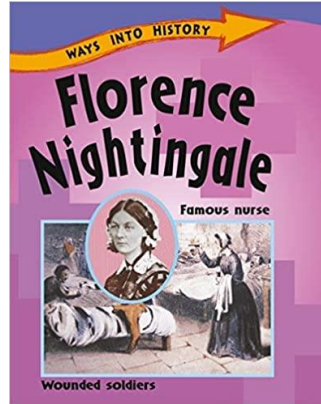
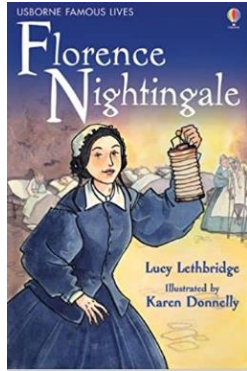


Oceans



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# Summer 1



Comprehension plus

Nursing in the Crimea

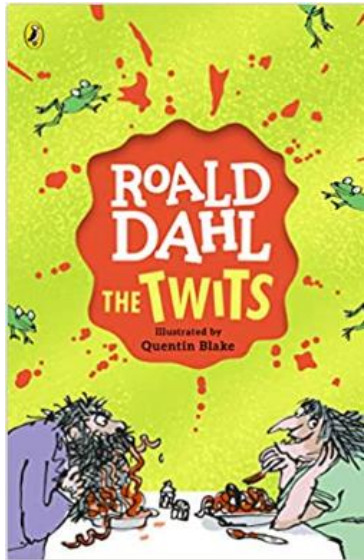
My Body





1

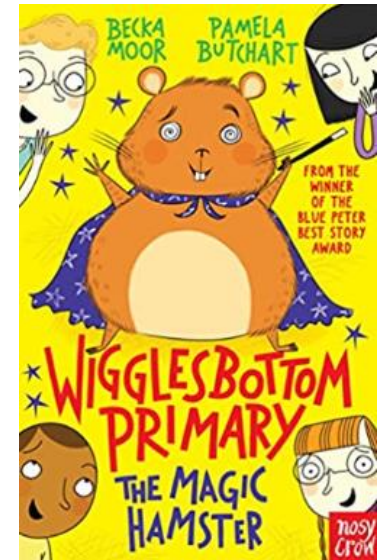
## Class Readers



Term 1

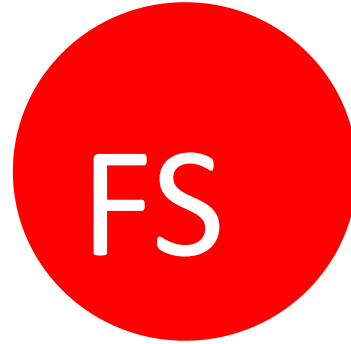


Term 2



Term 3





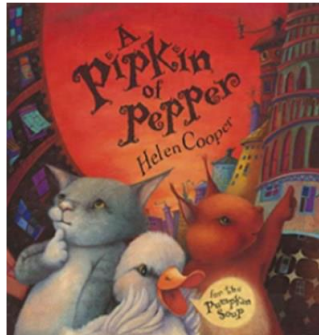
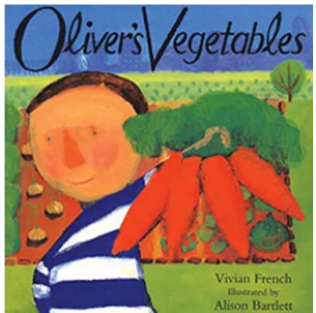
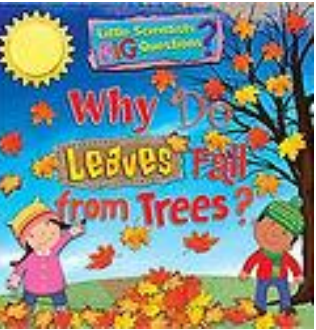
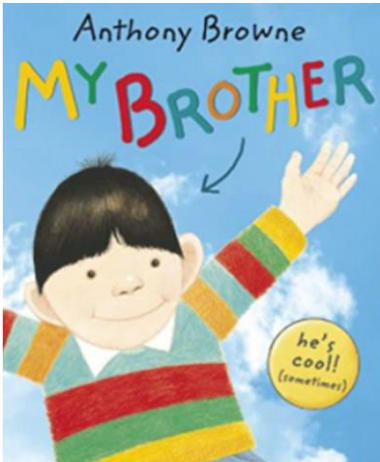
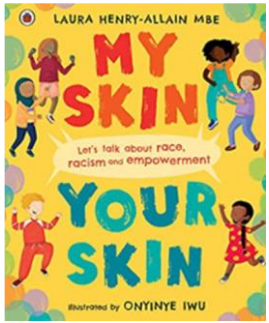
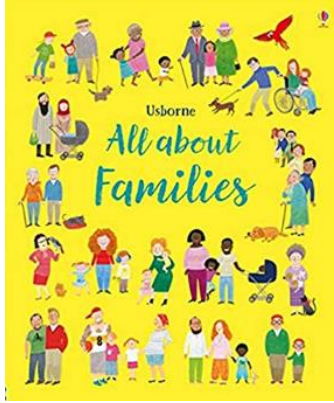
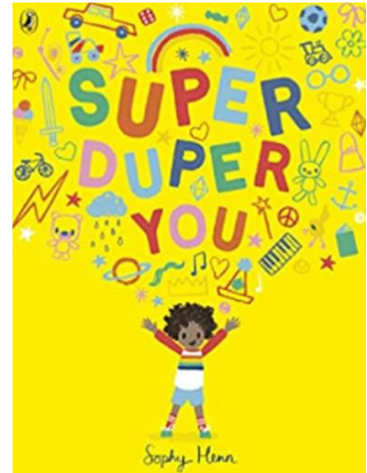
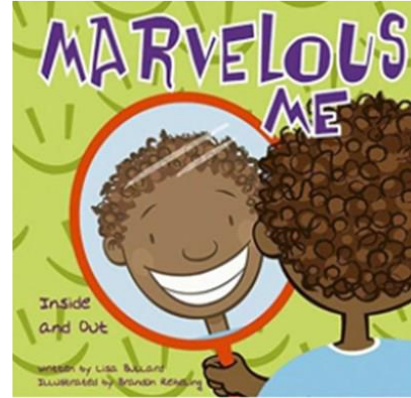
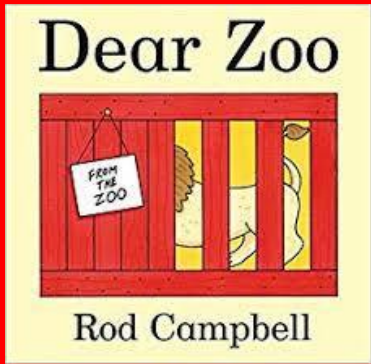
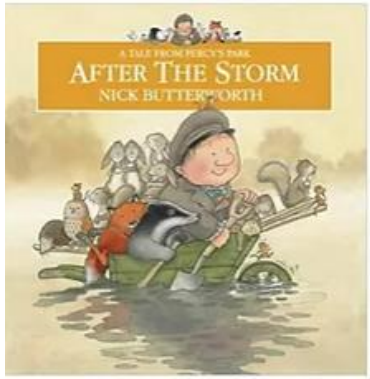
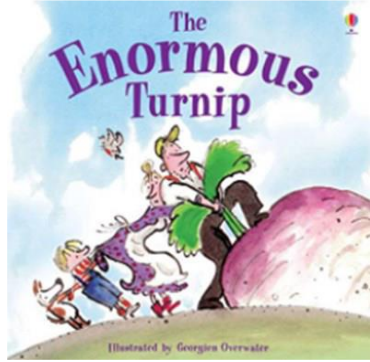
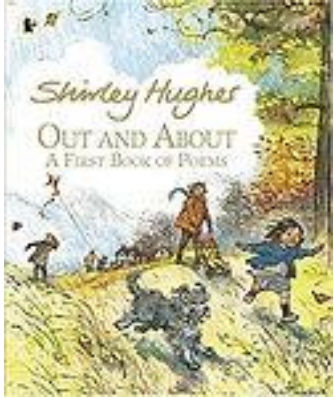
# Reading Spine

Rickleton Primary School



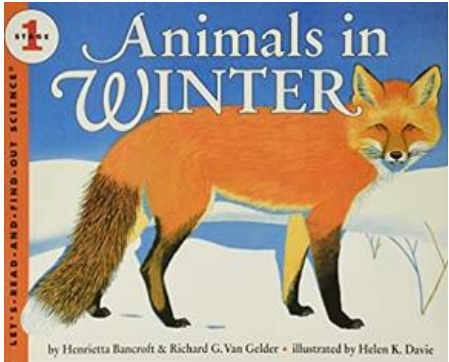
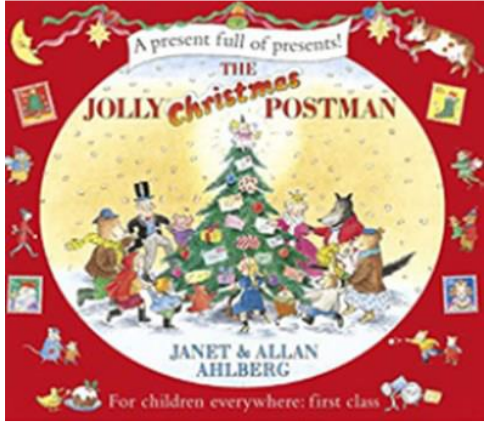
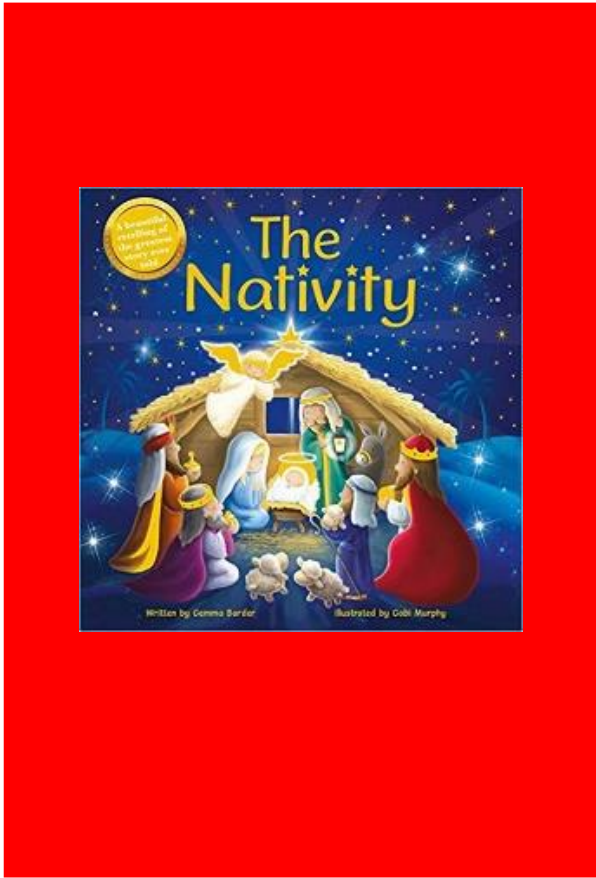
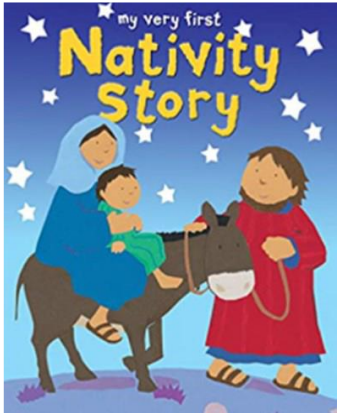
FS

Delicious! / My pets and My Family



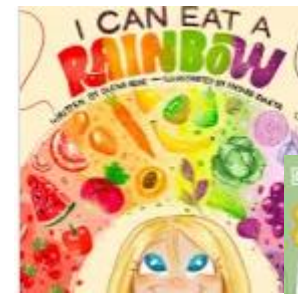
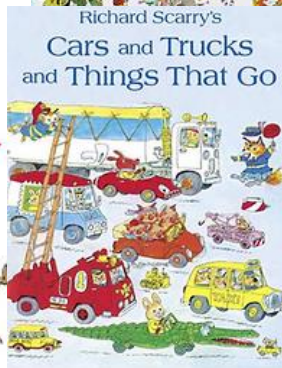
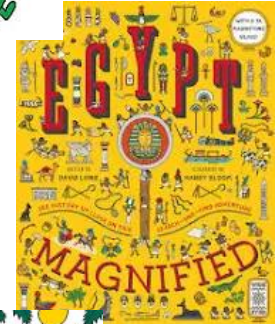
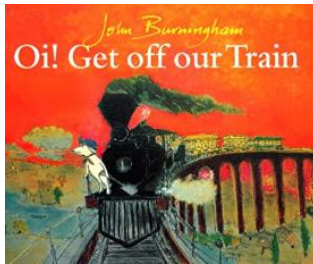
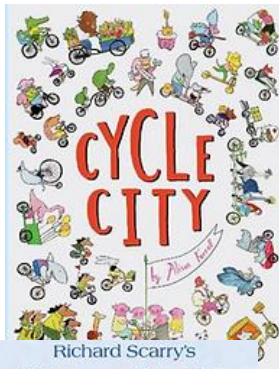
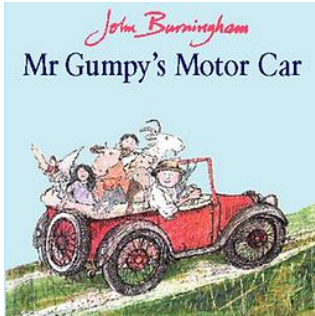
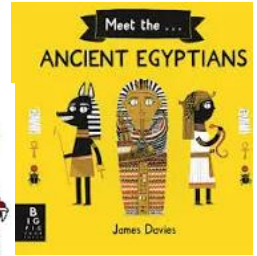
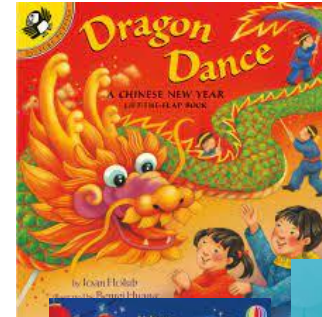
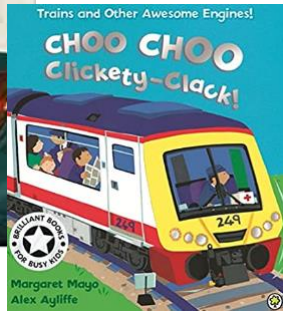
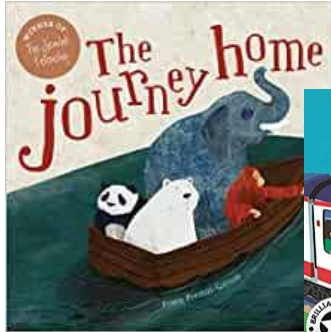
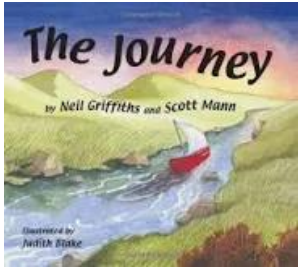
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Autumn 2



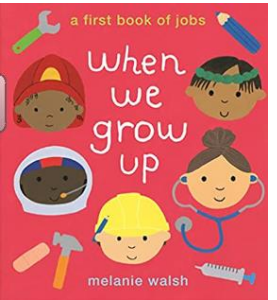
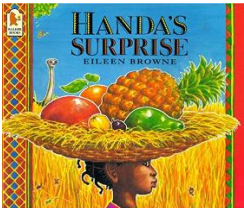
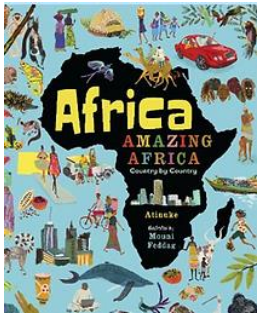
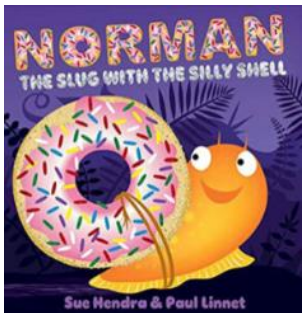
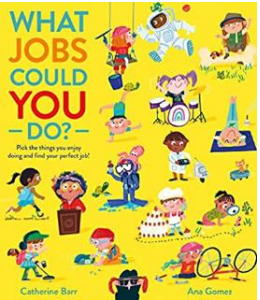
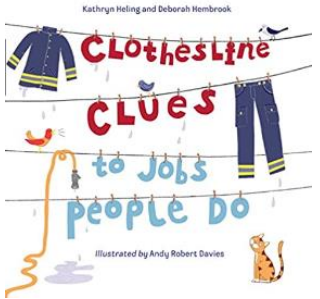
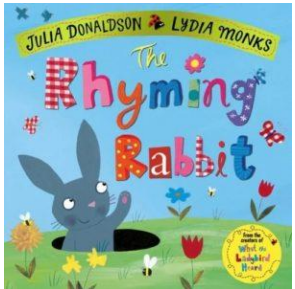
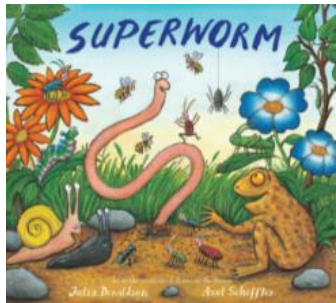
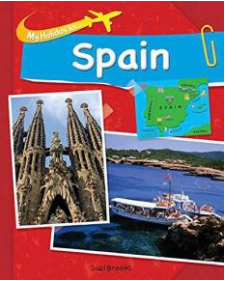
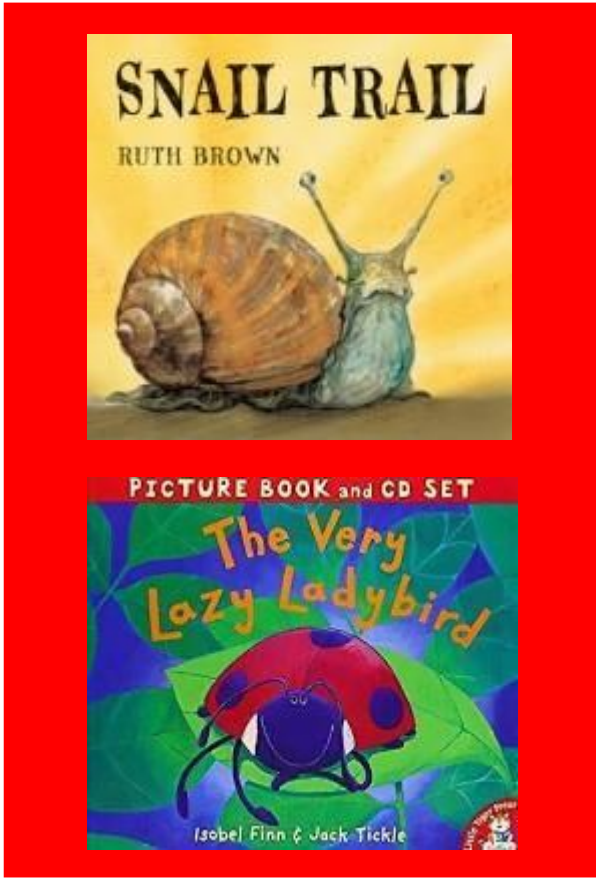
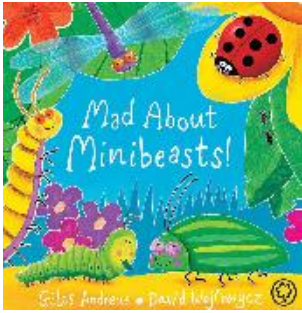
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Spring 1



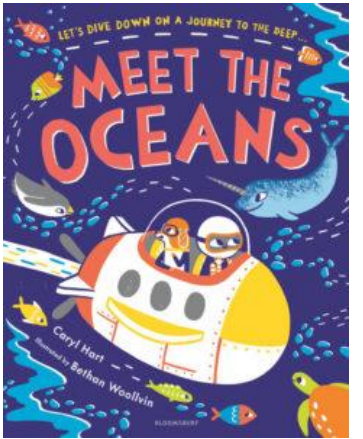
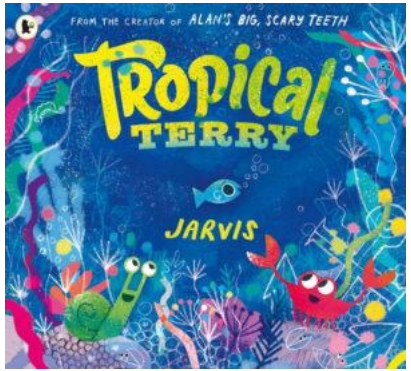
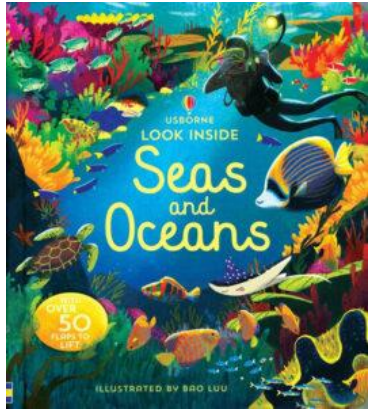
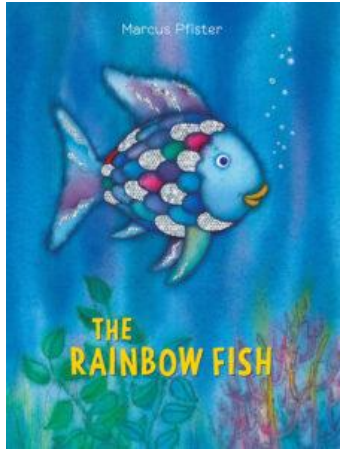
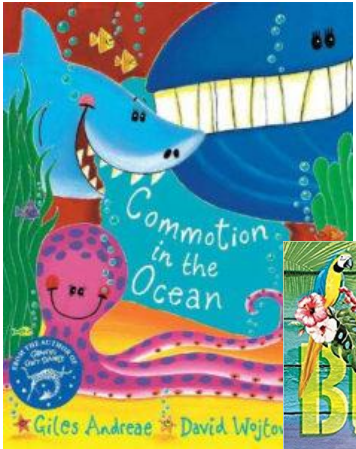
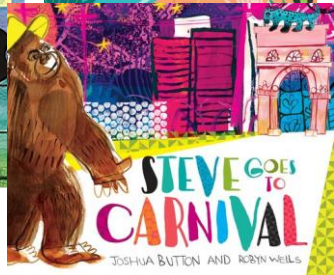
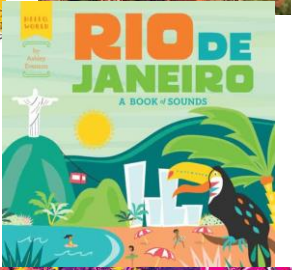
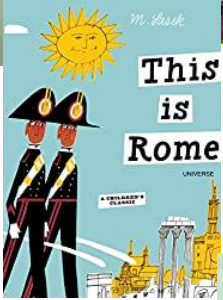
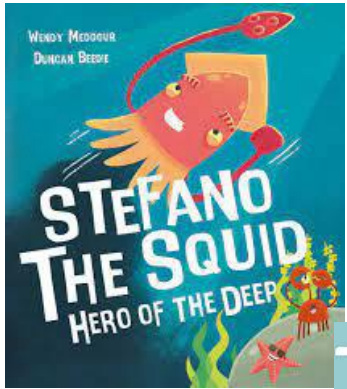
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Spring 2



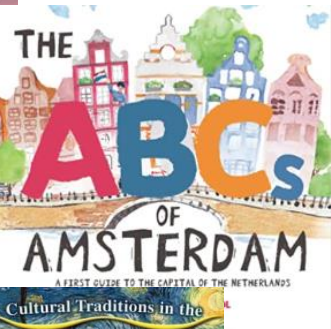
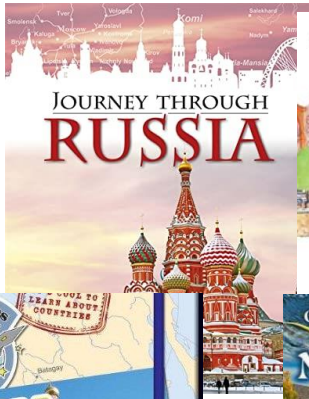
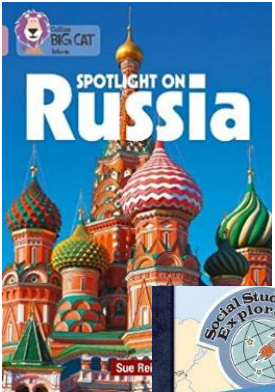
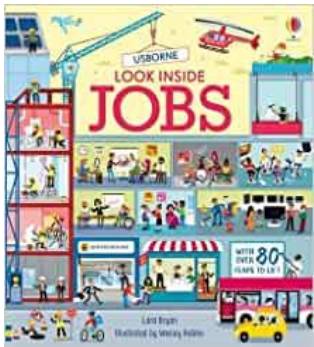
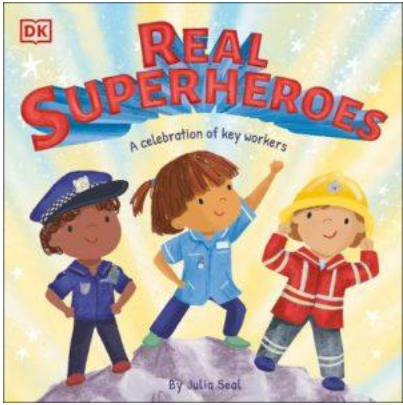
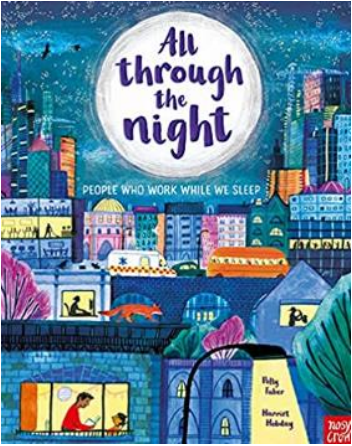
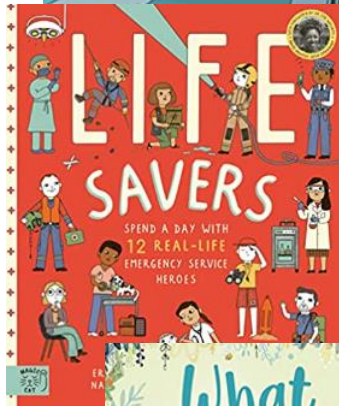
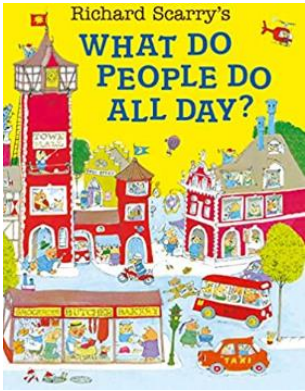
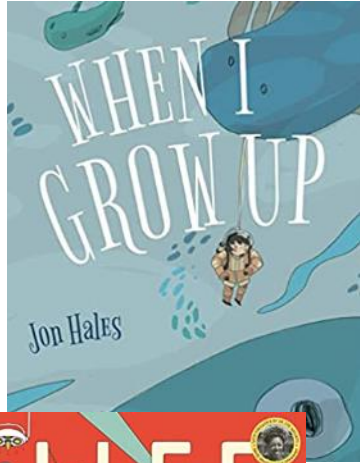
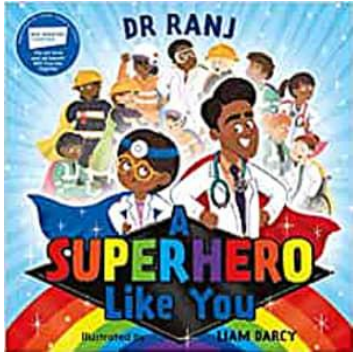
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Summer 1



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Summer 2



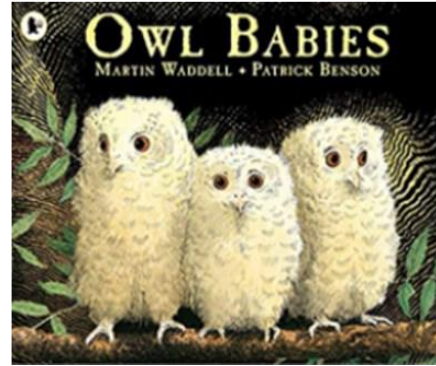
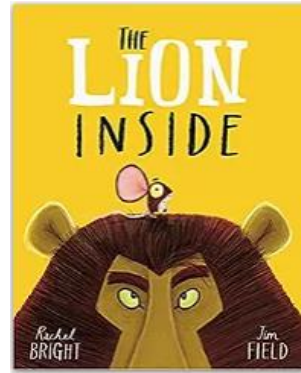
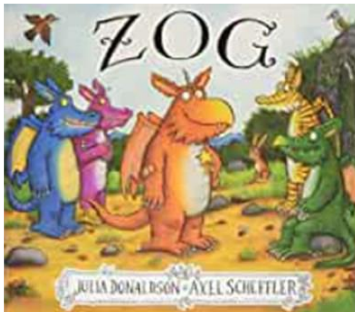
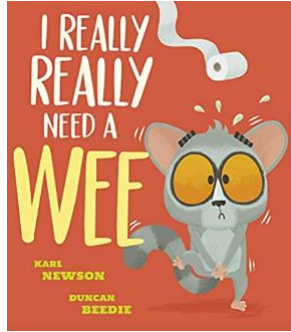
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## Class Readers

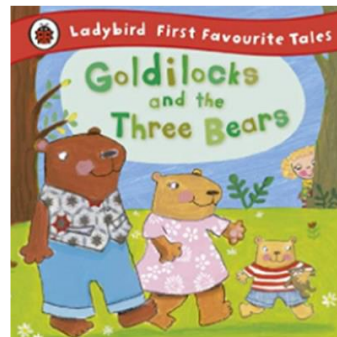
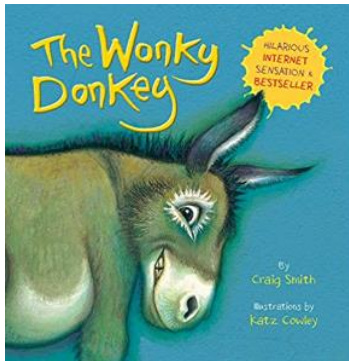
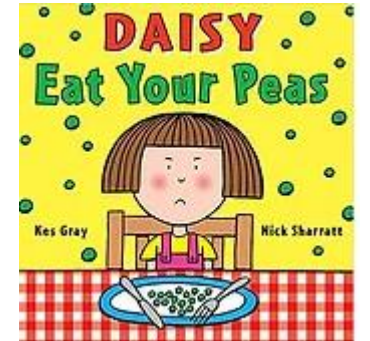
The Tiger Who  
Came  
to Tea



Judith Kerr



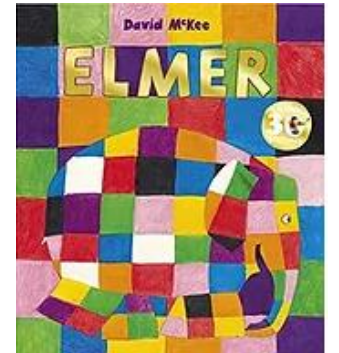
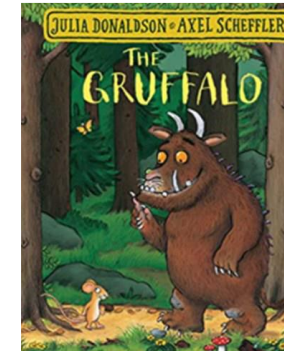
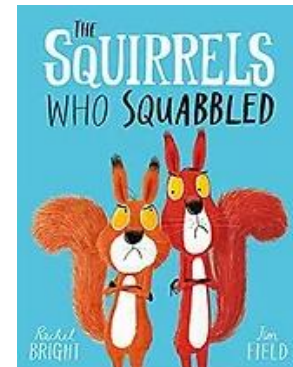
The Bad-Tempered Ladybird  
Eric Carle



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