**2022-2023 VRPS READING LINKS OVERVIEW**

**This document shows our key reading texts, used to support writing outcomes. Many other carefully chosen linked texts will also be used in the teaching of reading.**

**(Objectives can be taught at other appropriate times during the year, particularly to reinforce/consolidate prior learning)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | **Fantasy/ magical****FUNNY BONES**Can I learn story using repetition? Acting out the story **Reading skills** I can develop my phonological awareness, so that I can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother I can engage in extended conversations about stories, learning new vocabulary.  | **Contemporary Fiction** **THE COLOUR MONSTER**Can I use a story to promote extended conversations?How I am feeling? How others are feeling? **Reading skills** I can talk about a story and can remember much of what happens  I can listen to a story and build familiarity and understanding I can read individual letters by saying sounds for them  | **Traditional tales** **JACK AND THE BEANSTALK**Recount - can I retell a familiar story? **Reading skills** I can re tell a story once I have developed a deep familiarity with the text. Some as exact repetition and some in my own words I can blend sounds into words I can read a few common exception words matched up to my phonics  | **Non fiction** **Fact file - about a bear** **Reading skills** I can listen and talk about non fiction books and develop a deep familiarity with new knowledge and vocabulary I can engage in a non fiction book I can read some letter groups that each represent one sound and say sounds for them I can re read simple phrases and sentences  | **Adventure/mystery** **WHATEVER NEXT****TOYS IN SPACE**Instructions - how to build a rocket Description of my own toy in space **Reading skills** I can re read books to build up my confidence in word reading a fluency  | **Fiction** **THE VERY HUNGRY CATERPILLAR** Recount - days of the week (what I do on each day)**Reading skills** I can anticipate key events in stories I can demonstrate understanding of what has been read to me I can use and understand recently introduced vocabulary during discussions about non fiction, rhymes and poems during role play  |
|  | **Word reading skills taught through Little Wandle phonics scheme.** |
| **Year 1** | **THE NAUGHTY BUS**Contemporary Fiction – Can I retell a story that I have learnt?Performance Poems | **MAN ON THE MOON**Sci-Fi Fiction – Can I show what a character is thinking or feeling?Recount – Day in the life of the man on the moon – 3 weeks | **THE THREE LITTLE PIGS**Traditional Tale – Can I use traditional story language? Recount – postcard to the pigs from the wolf.Rules for a game. | **THE GRUFFALO**Adventure – Can I innovate a simple story I have learnt? Instructions – How to make Gruffalo crumble.List poems | **OWL BABIES** Can I write a setting description?Non-Chronological Reports – Fact files. | **MYTHS AND LEGENDS EXTRACTS – Unicorns and dragons.**Myths and Legends - Can you describe the appearance and behavior of a mythical creature?Simple Recount – Finding dragon egg.Acrostic poem – mythical creatures  |
| **Reading Skills** | I can retell a familiar story e.g. traditional tales and fairy stories.I can use actions to learn simple texts off by heart.I can identify the beginning, middle and end of a story. | I can find clues in what has been said and done.I can make predictions based on clues from the text.I can recite some poems and rhymes, including nursery rhymes – linking to Christmas performance | I can recognise and join in with repeated patterns and phrases.I can identify similarities and differences between stories.I can name and explain different parts of a book. E.g. front cover, page, title, end papers, gutterI can read contractions (e.g. I’m, I’ll, we’ll) and understand that the apostrophe stands for the missing letter – *I’ll huff and I’ll puff and I’ll blow the house down* | I can talk about meanings of words.I can find words with similar meanings.I can link what I have read to my own experiences. | I can find words with similar meanings.I can explain my understanding of a book that is read to me.I can read words with –s,-es,-ing,-ed,-er and –est endings. | I can explain how the storyline and pictures make me feel.I can describe my favourite parts of a story. |
|  | **Word reading skills taught through Little Wandle phonics scheme.** |
| **Ongoing Skills** | **Ongoing Across All Units:*** I can tell you about what I have read.
* I enjoy listening to a range of stories, poems and non-fiction read to me.
* I enjoy reading different books and talking about them.
* I can talk about stories I like and listen to other children’s views.
* I can use phonics to sound out and blend new words.
* I can read tricky words and words with one or more syllable, including common exception words.
* I can read accurately books that are consistent with my phonic knowledge and re-read these books to build up my fluency and confidence in words reading.
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| **Year 2** | **MIXED UP FAIRYTALES****THE ENORMOUS TURNIP/****AFTER THE FALL (HOW HUMPTY DUMPTY GOT BACK UP AGAIN)/LITTLE RED READING HOOD**Traditional Tale – Can I learn how to adapt a fairytale in a creative way?  Recount – Recount of the worst day ever | **VLAD AND THE GREAT FIRE OF LONDON**Historical Fiction – Can you describe a setting from the past? Recount – Diary entry Acrostic – Remembrance poetry   | **LEON AND THE PLACE BETWEEN**Mystery - Can you describe a character’s journey into the unknown? Instructions/Recipe – Magic Spell Instructions.  | **JOURNEY**Contemporary Fiction - Can you write the narrative for a picture book? Non-Chronological Report/Ref text – Link to history/Significant peopleNarrative Poetry   | **THE QUEEN’S KNICKERS/KATIE IN LONDON**Adventure - Can you start a story by introducing a character? Persuasion – Advert for the Queen’s new knickers. | **ABC UK/THE QUEEN’S HAT**Dilemma - Can you show how a problem has been solved in your ending? Non-Chronological Report – Factfile – The UK  Performance Poetry  |
| **Reading Skills** | I can retell a range of stories, traditional tales and fairy stories. | I can talk about books and poems that are read to me.I can find out what a new word means.I can learn and recite poetry with appropriate intonation – linking to Christmas performance | I can identify and use the structure of non-fiction books.I can talk about my favourite words and phrases. | I can begin to use dictionaries to check the meaning of words I have read with support. I can recognise words that are used across different stories and poems. | I can identify a sequence of events in a book.I can find clues in what has been said and done.I can make predictions based on clues from the text. | I can talk about books and poems that I have read.I can discuss and share my opinions about different texts.I can identify and read words with common suffixes and common exception words. |
| **Ongoing Skills** | **Ongoing Across All Units:*** I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction.
* I can ask and answer questions about my reading.
* I choose to read different books and enjoy sharing them.
* I can give my opinion about a story, poem or non-fiction text.
* I can read fluently and use phonics to decode and blend unfamiliar words.
* I can read tricky words and words with two or more syllables.
* I can check that the text makes sense as I read and make corrections.
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| **Year 3** | **STONE AGE BOY**Historical Fiction – Can you write an action filled story that reflects the past? Diary | **WINTER SLEEP**Journey Story – Can I create episodes for a journey story?AdvertsShape/Calligrams poems – Animals  | **THE WHITE FOX**Adventure Story - Can you create an episode for a story?Kennings – Sea creatures Non chronological report/Encyclopedia – UK animalsBook Blurb | **THE WHITE FOX/ NORTH AMERICAN MYTHS**Contemporary Fiction Can I retell a myth?Can I write from a different viewpoint?Explanations/Brochure – can I explain how a fantasy mode of transport works?Haiku | **CINDERELLA – STORIES FROM DIFFERENT CULTURES**Traditional Tales - Can I write a story with a twist?Recount/Newspaper – can I write a newspaper account of a fairytale?Letter | **CINDERELLA – TRADITIONAL VERSION**Can I use all my Year 3 skills to retell a known story? Can I use description to describe a character’s appearance, personality and behaviour?Couplets – traditional tales charactersInstruction manual – can I explain how to make an Egyptian box?Performance Poetry |
| **Reading Skills** | I can infer a character's feelings, thoughts and motives through their actions I can justify inferences with evidence.I can make predictions based on details from the text.I can identify and summarise main ideas in a text – in both fiction and non fiction  | I can use dictionaries to check the meaning of words I have read with support. I can discuss words and phrases that capture the reader’s interest and imagination. I can check a text makes sense using an understanding of the words in context.I can recognise different forms of poetry. I can prepare poems to read aloud and perform using intonation and visual expression – Christmas  | I can recognise different forms of poetry. I can give my opinion on a story, poem or non-fiction text. I can use the structure of a non-fiction book to retrieve information.I can begin to justify my opinion about a text.I can compare texts that are structured in different ways.I can apply my knowledge of root words, prefixes and suffixes to understand new words as listed in English Appendix 1. | I can use the structure of a non-fiction book to retrieve information.I can participate in discussion about books that are read to me. I can participate in discussion about books that I have read myself.I can identify common themes in a wide range of books. I can discuss books written by a familiar author – Jackie MorrisI can compare books by the same and different authors – comparing Jackie Morris and the Fan Brothers | I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.I can retell a wider range of stories orally. E.g. fairy stories, myths and legendsI can identify common themes in a wide range of books.  | I can recognise different forms of poetry (comparing the different types of poetry we have studied)I can retell a wider range of stories orally. E.g. fairy stories, myths and legends |
|  | **Ongoing Across All Units:*** I can use a range of graphic organisers to enhance my comprehension of a text.
* I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.
* I can use my knowledge of decoding to read unfamiliar words, including further exception words.
* I can ask questions about a text to improve my understanding.
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| **Year 4** | **LEO AND THE GORGON’S CURSE – Joe Todd-Stanton**Myths and Legends – Can you write a myth/legend but with an alternative ending?- Alternative ending to Leo and the Gorgon’s Curse.Explanation – Reference/Encyclopedia text to explain how something works – Children to write about the digestive system - SciencePoetryClassical Poetry | **GREEK MYTHS – Geraldine McCaughrean**Fantasy/Science-Fiction – Can you write a story including fictional characters closely linked to people you have learnt about?Children are to write their own version of the King Midas myth/legendNon- FictionNon-chronological report - Wiki Entry - Can I write a wiki entry about Ancient Greece? | **INTO THE FOREST – Anthony Browne**FictionContemporary Fiction – Can you leave the reader wanting to know more by using a cliffhanger ending? - Retell the story but end with arriving at the house. Instruction – Instruction manual – How to catch a creature in the woodsBook Blurb | **QUEEN OF THE FALLS – Chris Van Allsburg**Historical Fiction – Can you provide two different perspectives on one historical event?Adventure – Can you build effective tension in your writing?Diary entry from the viewpoint of Annie Edson Taylor Non- FictionDiscussion - Essay - Can I discuss the pros and cons of a change happening in schoolPoetry - riddles | **QUEEN OF THE FALLS – Chris Van Allsburg**Adventure – Can you build effective tension in your writing?Non- FictionRecount - Newspaper report – based on the Queen of the Falls book | **A RIVER – Marc Martin**Mystery – Can you rise to the challenge of creating a mysterious atmosphere?- Descriptive setting based on ‘The River’, keeping the setting a mysteryPersuasion – Leaflet/Advert - Children to write a leaflet based on Petty Pool for the year below. Kennings |
| **Reading Skills** | I can talk about books by a familiar author and explain why I like or dislike them.I can discuss words and phrases that capture the reader’s interest and imagination.I can make predictions from details in the text from what is implied.I can retell a wide range of stories orally.I can apply my knowledge of root words, prefixes and suffixes to understand new words (origins of words) | I can confidently use dictionaries to check the meaning of words I have read. I can check a text makes sense using an understanding of the words in context and explain it. I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.I can prepare poems and play scripts to read aloud and perform, showing my understanding through tone, volume and action – linked to Christmas performance | I can identify the main ideas from the text and summarise them in my own words. I can draw on experiences from texts. I can use a range of graphic organisers to enhance my comprehension of a text.I can use evidence to justify my opinions when comparing. I can respectfully challenge others’ views and ideas. | I can identify themes and conventions in a wide range of books.I can compare texts that are structured in different ways.I can infer the characters’ feelings, thoughts and motives through their actions.I can justify inferences with evidence. I can make predictions based on details from the text and my own experiences.I can use the structure of a non-fiction book to retrieve and record information. | I can recognise different forms of poetry (narrative and free verse).I can understand how language, structure and presentation adds meaning to the text.  | I can give my opinion on similar themes and characters across texts.I can identify themes and conventions used by different authors. |
|  | **Ongoing Across All Units:*** I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.
* I can ask questions to enhance my understanding of the text.
* I can use my knowledge of decoding to read unfamiliar words.
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| **Year 5** | **REFUGEE****(Hidden Figures/WISP/)**Shape poems based on the boy at the back of the class.Biography based around hidden figures.Recount using a part of the hidden figures story– diary Poetry - Jingles | **A CHRISTMAS CAROL**Historical Fiction - Can you describe a historical setting during a significant time of year? Discussion Essay, based around a question posed by the story A Christmas CarolAutobiography | **MACBETH (may go into spring 2)**Dialogue/Playscript – playscript for the abridged version (chapter). Can you create a play script for a familiar story? Persuasion – letter replying to a letter from Lady Macbeth.Diary entry – Character Macbeth.(Focus upon banqueting scene, showing a contrast of emotions.) Can I write a fictional diary entry that shows events from a characters viewpoint which include themes that are current?Political pamphlet/speech based on Macbeth. | **DARKSIDE****Tom Becker** Mystery Story - Can you write two alternatives openings for the same mystery story? – showing tension, suspense, character descriptions and action   Free Verse No boundaries or restrictions. | **HANSEL & GRETEL**  Traditional Tale - Can you rewrite a traditional tale with a sinister twist? - Twitter  Blog and speech– Focusing upon children’s rights and welfare.  | **THERE’S A BOY IN THE GIRL’S BATHROOM**Dilemma story - Can I write a dilemma story that shows how a difficult choice has to be made? Contemporary fictional DiaryNon-Chronological report/Reference text(Eva Crane/bees). Links to science.(Animals)Focus on features.Lyrics and Performance Poetry |
| **Reading Skills** | I can draw inferences from the text about characters’ feelings, thoughts and motives through their actions.I can use evidence from the text to support my decisions.I can make predictions from what is stated and what is implied.I can use my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words (Linking to other languages)  | I can learn a range of poems off by heart to perform to an audience – Christmas linkI can perform poems and plays showing a good level of intonation, tone and volume when I speak.I can understand, explore and explain the meaning of words in context with guidance. | I can distinguish between statements of fact and opinion.I can give reasoned opinions for my views when comparing within and across textsI can deliver a formal presentation about texts I have read.I can build on my own and others’ ideas in discussions.I can give justifications to support my views.I can build on my own and others’ ideas and challenge views courteously. | I can discuss and evaluate how authors use language for effect.I can read around unfamiliar words to help me understand their meaning.I can summarise key points from paragraphs.I can link my paragraph summaries to main ideas. | I can compare themes and conventions across a wide range of genres.I can begin to use evidence to explain how authors’ use of language impacts on the reader.I can evaluate the impact of figurative language on the reader. | I can understand the features of different texts.I can comment on why texts have been structured in different ways.I can retrieve, record and present information from non-fiction texts.I can give reasons to justify my views |
|  | **Ongoing Across All Units:*** I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) for read for a range of purposes.
* I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction for our literary heritage and books from other cultures and traditions.
* I can select and read books written by a favourite author.
* I can recommend and comment positively on texts that I have read.
* I can read and pronounce unfamiliar words using my knowledge of letter strings.
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| **Year 6**  | **THE VALLEY OF THE LOST SECRETS****(Lesley Parr)**Setting description**Purpose: To describe**Persuasive letter**Purpose: To inform**Flashback**Purpose: To describe** | **ROOM 13**Non- chronological report **Purpose: To inform**Dialogue Focus to advance action.**Purpose: To entertain**Poetry – Christmas rap**Purpose: To entertain** | **THE EXPLORER/SOUTH AMERICA**Narrative – full story**Purpose: To entertain**Balanced Argument – palm oil**Purpose: To inform**Persuasive letter (formal)**Purpose: to persuade**Diary entry – the explorer**Purpose: To inform**Explanation **Purpose: To explain** | **ROMEO AND JULIET**FICTION – Short love rivalry narrative.**Purpose: To entertain**Non – fiction Biography (Shakespeare)**Purpose: To inform**Diary **Purpose: To inform** | **THE FLOWER BOY**Spot light – Bob CoxDescriptive writing linked to journey to churchyard. **Purpose: To describe** |
| **Reading Skills** | I can understand, explore and explain the meaning of words in context.I can confidently use my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.  I can read around unfamiliar words to help me understand their meaning.I can draw inferences from the text about characters’ feelings, thoughts and motives through their actions.I can use evidence from the text to support my decisions. | I can recommend authors and texts to others and give reasons for my choices.I can confidently comment on the structure and layout of a text.I can compare structures of different texts and comment on their effectiveness.I can identify how the structure of texts supports and guides the reader.I can use conventions to learn poems and plays off by heart – linking to ChristmasI can suitably perform a range of poems and plays for different audiences.I can select appropriate intonation, tone and volume so that the meaning is clear to an audience. | I can use technical and other terms for discussing what I read and hear eg) metaphor, analogy, imagery, style and effect.I can discuss vocabulary and phrases chosen by authors. I can use evidence to explain how authors’ use of language impacts on the reader.I can make predictions from what is stated and what is implied. | I can deliver a formal presentation about key details and themes in a text I have read.I can discuss and evaluate how authors use language for effect including figurative language.I can compare themes and conventions across a breadth of texts.I can give reasoned justifications for my views across a breadth of texts. | I can select and read books written by a favourite author. I can participate in discussions about books I am reading or books I have read with clarity.I can explain and discuss my understanding of what I have read through formal presentations and debates. | I can summarise main ideas from more than one paragraph.I can participate in discussions about books and build on my own and others’ ideas.I can challenge views courteously. |
|  | **Ongoing Across All Units:*** I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) for read for a range of purposes.
* I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction for our literary heritage and books from other cultures and traditions.
* I can read and pronounce unfamiliar words using my knowledge of letter strings.
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