

Reading

Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 6, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

At DMP our reading curriculum combines the expertise and techniques developed by Doug Lemov's Reading Reconsidered and the SHINE reading programme. Its content is designed to be remembered in detail: to be stored in our students' long-term memories so that they can later build on it, forming ever wider and deeper schemas. It develops children's reading comprehension alongside grammar, vocabulary development, critical thinking and spoken language. It is assumed that children accessing these lessons will all be fluent readers but not necessarily working at the same comprehension level. The lessons are heavily scaffolded and teacher led through extensive modelling of thought processes and guided questioning.

The main focus of reading sessions are to explicitly teach children the techniques needed to become skilful readers. These sessions are not summatively assessed and their focus is to expose students to a wide variety of genres; creating enthusiastic life-long readers.

There are frequent opportunities for formatively assessing independent reading in Control the Game and Close-Read Reading Reconsidered sessions as well as in the Ruth Miskin sessions through verbal questioning. Reading at DMP is assessed summatively in end of cycle reading assessments.

Carefully curated booklets for students and accompanying schemes/user guides are created for teachers to present knowledge, retrieve knowledge and secure a deep understanding of the skills needed to become confident readers.

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
EYFS	Phonics	Ruth Miskin Read, Write Inc. Phonics + fiction and non-fiction stories (oral blending-ditties)	Ruth Miskin Read, Write Inc. Phonics + fiction and non-fiction stories (ditties - green)	Ruth Miskin Read, Write Inc. Phonics + fiction and non-fiction stories (green-purple)
	Reading Reconsidered	Cross-curricular picture books, songs and rhymes	Cross-curricular picture books, songs and rhymes	Cross-curricular picture books, songs and rhymes
	DEAR	Read, Write Inc. reading book, and Read, Write Inc. Book-Bag Books plus additional free-choice library book	Read, Write Inc. reading book, and Read, Write Inc. Book-Bag Books plus additional free-choice library book	Read, Write Inc. reading book, and Read, Write Inc. Book-Bag Books plus additional free-choice library book
	The Story Project	Jar of Happiness by Ailsa Burrows Luna Loves Library Day by Joseph Coelho	Here We Are by Oliver Jeffers Barbara Throws a Wobbler by Nadia Shireen	Oliver's Vegetables by Alison Bartlett and Vivian French The New Small Person by Lauren Child
	Links to previous years	Familiar logos and posters Nursery rhymes Familiar characters Familiar settings	Familiar logos and posters Nursery rhymes Familiar characters Familiar settings	Social/feelings stories Nursery rhymes Familiar characters Familiar settings

YEAR 1	Phonics	Ruth Miskin Read, Write Inc. Phonics + fiction and non-fiction stories (purple - pink)	Ruth Miskin Read, Write Inc. Phonics + fiction and non-fiction stories (orange-yellow)	Ruth Miskin Read, Write Inc. Phonics + fiction and non-fiction stories (yellow-blue)
	Reading Reconsidered	Introduction to Reading Reconsidered Control the Game and Close Reading techniques	Introduction to Reading Reconsidered Control the Game and Close Reading techniques	Introduction to Reading Reconsidered Control the Game and Close Reading techniques
	DEAR	Read, Write Inc. reading book, and Read, Write Inc. Book-Bag Books plus additional free-choice library book	Read, Write Inc. reading book, and Read, Write Inc. Book-Bag Books plus additional free-choice library book	Read, Write Inc. reading book, and Read, Write Inc. Book-Bag Books plus additional free-choice library book
	The Story Project	Peace at Last by Jill Murphy Morris the Mankiest Monster by Giles Andreae	Look Up by Nathan Bryon Angry Arthur by Hiawyn Oram	My Big Fantastic Family by Adam Guillain The Friendship Bench by Wendy Medour
	Links to previous years	Ruth Miskin Read, Write Inc. (previous sounds and booklets)	Ruth Miskin Read, Write Inc. (previous sounds and booklets)	Ruth Miskin Read, Write Inc. (previous sounds and booklets)
YEAR 2	Phonics	Ruth Miskin Read, Write Inc. Phonics + fiction and non-fiction stories (blue - grey)	Ruth Miskin Read, Write Inc. Comprehension	Ruth Miskin Read, Write Inc. Comprehension
	Reading Reconsidered	The Owl Who Was Afraid of the Dark by Jill Tomlinson Plague of the Developing Reader: Complexity of Narrator	The Twits by Roald Dahl Plague of the Developing Reader: Complexity of Narrator	Mr Stink by David Walliams Plague of the Developing Reader: Complexity of Narrator
	DEAR	Banded home Read, Write Inc. reading books, library books based on reading age and additional free-choice library books	Banded home Read, Write Inc. reading books, library books based on reading age and additional free-choice library books	Banded home Read, Write Inc. reading books, library books based on reading age and additional free-choice library books
	The Story Project	The Girl Who Never Makes Mistakes by Gary Rubinstein and Mark Pett Ravi's Roar by Tom Percival	Chicken Clicking by Jeanne Willis Aliens Love Underpants by Claire Freedman	The New Girl by Cassandra Calin Grandad's Camper by Harry Woodgate
	Links to previous years	Ruth Miskin Read, Write Inc. (previous sounds and booklets)	Ruth Miskin Read, Write Inc. (previous sounds and booklets)	Ruth Miskin Read, Write Inc. (previous



				sounds and booklets)
YEAR 3	Reading Reconsidered	Stig of the Dump by Clive King Plague of the Developing Reader: Figurative/Symbolic	The Falcon's Malteser by Anthony Horowitz Plague of the Developing Reader: Figurative/Symbolic	Matilda by Roald Dahl Plague of the Developing Reader: Figurative/Symbolic
	SHINE Reading	Y3 Fiction texts Y3 Non-Fiction texts	Y3 Fiction texts Y3 Non-Fiction texts	Y3 Fiction Y3 Poetry
	DEAR	Banded library books based on GL assessment reading ages and free choice library books	Banded library books based on GL assessment reading ages and free choice library books	Banded library books based on GL assessment reading ages and free choice library books
	The Story Project	On a Magical Do Nothing Day by Beatrice Alemagna Ruby's Worry by Tom Percival	No Money Day by Kate Milner Faruq and the Wiri Wiri by Sophia Payne	The Hundred Dresses by Eleanor Estes Ossiri and the Bala Mengro by Katharine Quarmby and Richard O'Neill
	Links to previous years			Poetry (Y2 comprehension)
YEAR 4	Reading Reconsidered	The Boy with Wings by Lenny Henry Plague of the Developing Reader: Complexity of Narrator	Max and the Millions by Ross Montgomery Plague of the Developing Reader: Complexity of Narrator	Street Child by Berlie Doherty Plague of the Developing Reader: Archaic Language
	SHINE Reading	Y4 Fiction texts Y4 Non-Fiction texts	Y4 Fiction texts Y4 Non-Fiction texts	Y4 Fiction Y4 Poetry
	DEAR	Banded library books based on GL assessment reading ages and free choice library books	Banded library books based on GL assessment reading ages and free choice library books	Banded library books based on GL assessment reading ages and free choice library books
	The Story Project	The Grand Hotel of Feelings by Lidia Brankovic Penguin Pig by Stuart Spendlow	This Moose Belongs to Me by Oliver Jeffers The Proudest Blue by Ibtihaj Muhammad and SK Ali	The Tunnel by Anthony Browne Mama Miti by Donna Jo Napoli
	Links to previous years	Complexity of Narrator (Y2) Fiction texts (Y3) Non-fiction texts (Y3)	Complexity of Narrator (Y2) Fiction texts (Y3) Non-fiction texts (Y3)	Poetry (Y3 SHINE reading) Fiction texts (Y3)



YEAR 5				
	Reading Reconsidered	Reading Reconsidered focus: Outlaw by Michael Morpurgo Plague of the Developing Reader: Complexity of Story (Plot/Symbolism)	A Series of Unfortunate Events by Daniel Handler Plague of the Developing Reader: Complexity of Narrator	Journey to the River Sea by Eva Ibbotson Plague of the Developing Reader: Archaic Language
	SHINE Reading	Y5 Fiction texts Y5 Non-Fiction texts	Y5 Fiction texts Y5 Non-Fiction texts	Y5 Fiction texts Y5 Poetry texts
	DEAR	Banded library books based on GL assessment reading ages and free choice library books	Banded library books based on GL assessment reading ages and free choice library books	Banded library books based on GL assessment reading ages and free choice library books
	The Story Project	The Colour Thief by Andrew Fusek Peters and Polly Peters The Boy Who Grew Flowers by Jen Wojtowicz	Ritu Weds Chandni by Ameya Narvankar Ada's Violin by Susan Hood	Mum and Dad Glue by Kes Gray Pizza Face by Rex Ogle
	Links to previous years	Fiction texts (Y3 and Y4) Non-fiction texts (Y3 and Y4)	Complexity of Narrator (Y2) Fiction texts (Y3 and Y4) Non-fiction texts (Y3 and Y4)	Poetry (Y4 SHINE reading) Archaic Language (Y4) Fiction texts (Y3 and Y4)
	Reading Reconsidered	Holes by Louis Sacher Plague of the Developing Reader: Non-Linear Time Sequences	Goodnight Mr Tom by Michelle Magorian Plague of the Developing Reader: Archaic Language	Kensuke's Kingdom by Michael Morpurgo Plague of the Developing Reader: Archaic Language
	SHINE Reading	Y6 Fiction texts Y6 Non-Fiction texts	Y6 Fiction texts Y6 Non-Fiction texts	Y6 Fiction texts Y6 Poetry texts
	DEAR	Banded library books based on GL assessment reading ages and free choice library books	Banded library books based on GL assessment reading ages and free choice library books	Banded library books based on GL assessment reading ages and free choice library books
YEAR 6	The Story Project	Aaron Slater Illustrator by Andrea Beaty Marcus Rashford by Marcus Rashford	Mary Earps by Maria Vegara Sunnyside Up by Jennifer Holm and Matthew Holm	Making a baby by Rachel Greener Finding My Voice by Aoife Dooley



Links to previous years	Fiction texts (Y3, Y4 and Y5)	Archaic Language (Y4 and Y5)	Poetry (Y5 SHINE reading)
	Non-fiction texts (Y3, Y4 and Y5)	Fiction texts (Y3, Y4 and Y5) Non-fiction texts (Y3, Y4 and Y5)	Archaic Language (Y4 and Y5) Fiction texts (Y3, Y4 and Y5)

* What to do...Reading provides further details

* Reading interventions (Y2-6) Complete Comprehension programme

Skills introduced EYFS

(30-50 months) Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.

Knows that print carries meaning and, in English, is read from left to right and top to bottom.

(40-60 months) Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.

(Early Learning Goal) Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Skills introduced KS1

Give/ explain the meaning of words in context

Retrieve and record information/identify key details from fiction and non-fiction

Identify and explain the sequence of events

Make inferences from the text/ explain and justify inferences with evidence from the text

Predict what might happen from details stated and implied

Skills introduced KS2

Give/ explain the meaning of words in context

Retrieve and record information/identify key details from fiction and non-fiction

Summarise main ideas from more than one paragraph

Make inferences from the text/ explain and justify inferences with evidence from the text

Predict what might happen from details stated and implied

Identify/explain how information/ narrative content is related and contributes to meaning as a whole

Identify/ explain how meaning is enhanced through choice of words and phrases

*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

