



Our Reading Intent at Copeland Road Primary School is to build a curriculum where our pupils develop a love for reading and leave Copeland Road reading with accuracy and fluency ensuring pupils have the reading strategies embedded to become life long readers.

	Autumn Term		Spring Term		Summer Term	
	Reading Coverage	Writing Coverage	Reading Coverage	Writing Coverage	Reading Coverage	Writing Coverage
EYFS	Pete the Cat - Listening to a story. - Answering simple questions about a story. - -Joining in with repeated refrains.	<ul style="list-style-type: none"> <li>- Writing our name.</li> <li>- Writing individual phonemes and initial sounds.</li> <li>- Work on fine and gross motor skills ready for writing.</li> <li>- Mark Making.</li> </ul>	Handa's Surprise The Tiger who came to tea <ul style="list-style-type: none"> <li>- Retelling a story using sequencing pictures.</li> <li>- Focus on comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing labels.</li> <li>- Writing invitations.</li> </ul>	Jack and the Beanstalk Bog Baby <ul style="list-style-type: none"> <li>- Predicting what will happen at the end of a story.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing instructions.</li> <li>- Sentence writing.</li> <li>- Writing a description sentence.</li> </ul>
	Whatever Next? Owl babies <ul style="list-style-type: none"> <li>- Orally retelling story</li> <li>- Acting out a familiar story (Now press play).</li> <li>- Predicting what will happen at the end of a story.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing a list.</li> <li>- CVC words.</li> <li>- Missing posters.</li> </ul>	The Little Red Hen The enormous Turnip <ul style="list-style-type: none"> <li>- Using new vocabulary.</li> <li>- Discussing our favourite part of a story.</li> </ul>	<ul style="list-style-type: none"> <li>- Holding a sentence.</li> <li>- Capital letters, finger spaces and full stops.</li> </ul>	Rainbow Fish <ul style="list-style-type: none"> <li>- Retelling a story using a story map.</li> <li>- Re-reading what we have written to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing a sentence independently.</li> <li>- Writing multiple sentences to retell a story.</li> </ul>
Year One	Monkey Puzzle -Orally retelling story -Sequencing the story through pictures	-character description; labelling characters with descriptive words and phrases	The Three Little Pigs -Retelling the story through sequencing pictures	-Retelling story, story boards -Innovating, changing character	Grandad's Island -inference -prediction -vocabulary	Grandad's Island -character description; range of description over several sentences -write a prediction

	-Questions & discussions, what happened before, what do you think will happen next?	-Close procedure sentence structure	-Joins in with predictable phrases -Comprehension, class discussions & individual	-Begin to look at varying sentence starters -Beginning middle and end within stories		-Retell story/sequel to the story
	<b>Dear Earth</b> -distinguishes between fact and fiction -begin to make links from own experiences -Look at non-fiction texts linked to this story	-Nouns -Sentence structure, capital letters and full stops. -Fact files about animals	<b>The Bear and the Piano</b> -Simple inference -talks about the significance of the title and events. Why does the bear have mixed emotions? Why does he return home?	-Punctuation, exclamation marks & question marks -Diary entry – Writing in role as the bear	<b>Beegu</b> -Prediction -More focus on inference, how can you tell this why?	-Prediction writing -Letter writing persuasion -Adding suffix ‘ed’ ‘est’
Year Two	<b><u>Tango Makes Three</u></b> -Orally retelling story -Questions & discussions relating to families being different -Comprehension, class discussions & individual	-Sentence structure, capital letters, full stops and question marks -Verbs -Adding suffix ‘ing’ -Create a fact file about a penguin -Write a letter to a zoo, thinking about questions we could ask the penguin keeper -Letter structure, why is it important to include return address?	<b><u>The Koala who could</u></b> -Prediction -Retell story -Comprehension, class discussions & individual -Discuss feelings and friendships. How did Kevin feel during the story? Why was he feeling like that? -Inference, how can you tell this?	-Setting description The story is based in the jungle, use adjectives to describe the setting. -Begin to look at varying sentence starters. -Children to write in first person about something an animal is scared to do. They are to provide a positive response. -Look at the use of apostrophes for contraction. -Punctuation and question marks. -Diary entry – Writing in role of Kevin. Before (sad) and After (trying something new and happy about it).	<b><u>Giraffes Can’t Dance</u></b> -Prediction -Comprehension, class discussions & individual -Discuss feelings and friendships. How did Gerald’s feelings change during the story? -Inference, how can you tell this?	-Plan a fictional story include a main character and setting -Sentence structure, capital letters and full stops -Adjectives -Proper nouns -Adding suffix ‘ly’ -Look at using punctuation for effect with a focus on exclamation marks & question marks.
	<b><u>The Day the Crayons Quit</u></b> -Orally retelling story -Comprehension, class discussions & individual	-Punctuation using exclamation marks & question marks -Diary entry. The children will write in the role of an unhappy crayon.	<b><u>Rosie’s Walk</u></b> -Prediction -What do we think will happen to Rosie on the walk?	Setting description. The story is based on a farm, use adjectives to describe the setting. -Rewrite the story with longer sentences which	<b><u>Roald Dahl Fantastic Mr Fox</u></b> -Prediction -Comprehension, class discussions & individual	-Setting description, use adjectives to describe the setting. -Character description of Mr Fox and the Three farmers.

	*Could use the sequel to the story – The case of the red bottomed rubber		-Focus on inference, how can you tell this? -Is Rosie in danger?	are more detailed (the actual story is one sentence every other page). -Punctuation, exclamation marks & question marks.	-Discuss feelings during certain chapters -Inference, how can you tell this?	-Begin to look at varying sentence starters. -Letter to friend about Chapter 9 'The Plan'. -Children to write in first person about Chapter 17 'The Great Feast'. -Connectives -Focus on adjectives
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Copeland Road English Long Term

KS2

	Autumn Term		Spring Term		Summer Term	
	Reading Coverage	Writing Coverage	Reading Coverage	Writing Coverage	Reading Coverage	Writing Coverage
Year Three	Stone Age Boy	A Retell Diary Entry Write own narrative Informal letter writing Instructions Post Card Drama Work Play Script Book Review	Mary Poppins	Character descriptions Recount of events Advertisement Diary Entries Poetry Extended Narrative Extra Chapter Persuasive letter Instructions (Kite) Newspaper Report	Bill's New Frock	Character description Diary Entry Recount of events Instructions Information text Gender stereotyping Drama work
	Charlie and the Chocolate Factory	Writing in character role Setting description Additional Chapter Adventure Story Design their own chocolate bar Instructions Diary Entry Recount			The True Story of the Three Little Pigs	Diary Entry Retell Story Newspaper Report Playscript Writing Alternative Story Instructions

Year Four	<b>Iron Man</b> -Begins to draw inferences regarding characters' thoughts, feelings -Summarises main points -Expands and explains answers to questions based on texts	-Character Description -Poetry -Newspaper report -Instructions	<b>Escape from Pompeii</b> -Picks out vocabulary/ phrases used for impact and effect -Make reference to texts when answering questions -Summarises the text	-Setting description -Persuasive writing -Diary -Newspaper report	<b>The Miraculous Journey of Edward Tulane</b> -Predicts what might happen from details stated and implied -Offers inferences and predictions and explains rationale behind these -Talks about themes and conventions when discussing books	-Character description -Diary entry -Narrative writing -Book review
	<b>The Firework Maker's Daughter</b> -Justifies inference with evidence -Predicts what might happen from details stated -Makes reference to texts when answering questions	-Prediction -Information report -Diary entry -Instructions -Blurb	<b>Charlotte's Web</b> -Draw inference regarding characters' thoughts, feelings -Identifies main ideas drawn from multiply paragraphs and summarise.	-Non-chronological report -Setting description -Advert -Persuasive letter	<b>The Lion, The Witch and The Wardrobe</b> -Prepares play-scripts to read aloud showing understanding of intonation, tone and volume -Identifies how language, structure and presentation contribute to meaning	-Setting description -Narrative writing -Playscript -Non-chronological report -Letter
Year Five	<b>The Boy at the Back of the Class</b> -exploring the style of the author -using inference and summarising the text -use a dictionary to find meaning of unknown words	-persuasive writing -formal letter -speech -newspaper report -blurb	<b>The Legend of Podkin One-Ear</b> -compare fiction and non-fiction texts -infers characters thoughts and feelings -begins to identify figurative and descriptive language	-information report -diary entry -predictions -recount -character description -persuasive writing	<b>Kensuke's Kingdom</b> -prepares poems to read aloud -show influence of reading in writing -builds a repertoire of poems known by heart -summarises main idea from more than one paragraph	-poetry -recount from a different perspective -book review -instructions -letter writing
	<b>Cloud Tea Monkeys</b> -identify descriptive and figurative writing -recognises stories from other cultures -uses inference and predictions	-advert -non chronological report -predictions -diary entry -instructions	<b>Journey to Jo'burg</b> -make comparisons between books -recognise stories from other cultures -summarise main ideas	-diary entry -recount of major motive event -biography (Nelson Mandela) -playscript	<b>Macbeth</b> - recognises an increasingly wide range of books -discuss authors use of language -imagery and metaphors	-letter (choice of character) -newspaper report -persuasive speech -balanced argument

Year Six	<b>The Titanic Detective Agency</b> - understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding -explain and discuss their understanding including through formal presentations and debates,	Description Letter of complaint Recount including flashback Diary Newspaper report	<b>Wonder</b> -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied -summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how	Diary entry Persuasive letter Non-chronological report Description Narrative Information text	<b>Harry Potter and the Chamber of Secrets</b> -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Character description Biography Newspaper report Formal letter Diary Information text Pixie Story Narrative
	TBC – possibly Holes or Skellig -distinguish between statements of fact and opinion  - retrieve, record and present information from non-fiction		language, structure and presentation contribute to meaning			