

Reading Curriculum

Langford, Wilberforce and Fulham
Primary Schools



Langford Primary
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EYFS and KS1

Team	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																							
N	Developing Phonological awareness Environmental Sounds		Phonics Unit 1-5																										
R	Phonics Unit 1 - 6		Phonics Unit 7 – 11 Re-visit unit 1-7		Phonics Bridging Re-visit Units 1-11																								
1	Phonics Initial code - bridging Extended code Unit 1-11		Phonics Extended code Units 12-23		Phonics Extended code Units 24-26 Re-visit and Consolidate unit 20-26 Gap teaching																								
SoundsWrite phonics texts:			Reading Texts:																										
2	Rory	Clair's Nightmare	June Morning	A joyful trip to the beach	Arthur's Arm	What a great game	Kate and Jade	The Relay Race	Something in the mist	Owen stays at home	Verma's first Job	Assessment Week	Pru the Gnu	What am I?	Spring to Life	24hour Day	Antarctica the Frozen Continent	The Boy Who Cried Wolf	Ollie's Odd Shoes	Easter Eggs	SATS past Paper	SATS past Paper	SATS past Paper	Assessment Week	SATS past Paper	SATS past paper	Re-visit key Texts	Assessment Week	Re-visit key Texts

Key Stage 2

Team	Autumn 1						Autumn 2						Spring 1						Spring 2						Summer 1			Summer 2																							
3	Night of the Museum thieves		Billy the bird		Wanted – a witches cat		The Worst Witch		The Last Polar Bears		Mr Willy Wonka		The carpet-bicycle		Chocolate chip recipes		Sign here!		Goblin in the Snow		Party Games		Assessment Week		Jack frost in the Garden		The Foolish Rabbit		Special moments in time		Wedding		Storm's and skulls		The Sea's Treasures		Watery Tales		Horrid Henry Tricks the Tooth fairy		The Stone Mouse		A Meeting		The Big Toe		Assessment Week		Re-visit Key Texts		
4	The Boy in the biscuit tin		The Frenchman		Unusual pets		The months		Lucy looks into the wardrobe		Going to school in India		A little boy and a little girl		The Chilean Miners are rescued		An Enemy awakes		The Creature in the Darkness		Interview with Quentine Blake		Assessment Week		Movie tone News		Sadako Sasaki		Adventure in the Storm		Gold of the Gods		The Amazon Rainforest		Puppets		From carnival to cabbage to rain		Summer Camp		Purple Eyed Stanger		A Dragon in the classroom		The Fabulous Deeds of the sons of Tuiréann		Assessment Week		Re-visit Key Texts		
5	In deep dark wood		Billy the Kid		Oh Please		The Power of Advertising		Leaving		Diamonds and Doom		The Magical Doll		The Thief		Religious Festivals		The Moon		A Christmas Carol		Assessment Week		Danny Murphy		The Maze of Bones		The North Wind		Against the odds		Not bad for a bad lad		Siege		Interview with Jack Prelutsky		Boy in the stripped pyjamas extract		The General's library		Graffiti		Sky hawk		Assessment Week		Re-visit Key Texts		
6	Island of the Blue dolphins LF		Hunting Spiders CM		Across the divide MB		Spirit of the Titanic LF		Article- Katie lifts Gold CM		The Witches MB		The Secret Kingdom LF		When Hitler stole pink rabbit CM		The maths test MP		The diary of Anne Frank DM		Essy's Gold DM		Assessment Week		Rose CM		We want you back LF		I, the clock MP		An Unusual wedding feast DM		Shackleton MP		The road not taken DM		Toys aren't us		Unfortunate conclusion		Who said what		A bit of an old goat		The Listeners		Assessment Week		Re-visit Key Texts		
																																															Assessment Week				
																																															Re-visit Key Texts				



CLASS READERS

	Nursery	Reception	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
Autumn	The Jolly Postman or Other People's Letters (Allan Ahlberg and Janet Ahlberg)	Gorilla (Anthony Browne)	My Naughty Little Sister (Dorothy Edwards)	Pippi Longstocking (Astrid Lindgren)	Charlotte's Web (EB White)	El Deafo (CeeCee Bell)	Can You See Me? (Libby Scott and Laura Westcott)	Stig of the Dump (Clive King)
	Dear Zoo (Rod Campbell)	Meg and Mog (Helen Nicholl and Jan Pienkowski)	The Snowman (Raymond Briggs)					
Spring	The Elephant and the Bad Baby (Elfrida Vipont and Raymond Briggs)	Would You Rather (John Burningham)	The Cat in the Hat (Dr. Seuss)	Winnie-the-Pooh (A A Milne)	The Iron Man (Ted Hughes)	Ballet Shoes (Noel Streatfeild)	The Lion, the Witch and the Wardrobe (C S Lewis)	Other Side of Truth (Beverly Naidoo)
	I want my Potty (Tony Ross)	Where the Wild Things Are (Maurice Sendak)	The BFG (Roald Dahl)					
Summer	We're going on a Bear Hunt (Michael Rosen and Helen Oxenbury)	The Tiger Who Came to Tea (Judith Kerr)	Flat Stanley (Jeff Brown)	The Sheep-Pig (Dick King-Smith)	Bill's New Frock (Anne Fine)	Shackleton's Journey (William Grill)	The Boy at the back of the Class (Onjali Q. Rauf)	Holes (Louis Sachar)
	Each Peach Pear Plum (Janet and Allan Ahlberg)	Little Mouse's Big Book of Fears (Emily Gravett)	Charlie and the Chocolate Factory (Roald Dahl)					

Beyond KS2:

Reading and writing Reading at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Teachers should build on the knowledge and skills that pupils have been taught at key stage 2. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.

[KS3 National Curriculum Programme of Study](#)