

# 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

Term	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	Storms 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		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 Tuireann	Assessment Week	Re-visit Key Texts		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		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 DW	Esty's Gold MB	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 Novels

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

# 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](#)