

## Perryfields Primary PRU Curriculum Overview - Guided Reading

Blurb - EBug To develop positive attitudes to reading and understanding. independently by:spoken language These are pupils applying spoken language and retrieval in other subjects. objectives dependent on age of the pupil. Texts will alternate over two cycles to ensure longer term pupils have access to a wide range of texts and are not repeating work.

The following key drivers underpin our learning and are developed through the school. Our three key drivers for our school curriculum are:

1. **Aspirations** - we want our pupils to **aspire** to be the best version of themselves. We have incredibly **high expectations** and are passionate about ensuring that every pupil is exposed to a range of possibilities to broaden their **aspirations, build their confidence** and deepen their **knowledge** of the world around them.
2. **Communication** - to help our pupils to develop the knowledge and skills necessary to communicate their thoughts, ideas and feelings successfully across the curriculum through a variety of outlets – this includes through the Arts, Sports and Science, Technology, Engineering and Mechanics (STEM).
3. **Learning Powers** - we aim to develop our pupils' learning habits in order to prepare them for a lifetime of learning. Developing our pupils' learning powers is central to everything we do; it is not an addition to our curriculum but underpins the whole learning process.



Years 3 and 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Significant Study Text</b>	<p><b>Cycle 1 - While I am Sleeping, Hots Spots and Extreme Places to Live</b></p> <p><b>Cycle 2 – Mary Anning: The Girl Who Cracked Open the World, Death of the Dinosaurs</b></p>  	<p><b>Cycle 1 – King Kafu and the Moon</b></p> <p><b>Cycle 2 – The Song of Sky and Sand</b></p>  	<p><b>Cycle 1 – Zoo News, Volcano Alert, When You Were My Age, King Kafu and the Seasons</b></p> <p><b>Cycle 2 – The Mystery of the Red Moon, Hummingbird, Race to the Pole, Leaving Home</b></p>  	<p><b>Cycle 1 – Can You Change the World, Not a Word, When the Lights Went Out</b></p> <p><b>Cycle 2 – Pigeons Rule the Roost, Nanuck's Tale, The Secret in the Attic</b></p>  	<p><b>Cycle 1 – The Fountain of Gold, The Snow Queen, All About Snow</b></p> <p><b>Cycle 2 – Sean and the Sea maiden, Odysseus and the Monster, Real Sea Monsters</b></p>  	<p><b>Cycle 1 – Escape from Black Mountain</b></p> <p><b>Cycle 2 – A Tale of Two Poggles</b></p>  

<p><b>Objectives</b></p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words they have read.</p> <p>Increasing their familiarity with a wide range of books including fairy stories, myths and legends and retelling them orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words they have read.</p> <p>Increasing their familiarity with a wide range of books including fairy stories, myths and legends and retelling them orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words they have read.</p> <p>Increasing their familiarity with a wide range of books including fairy stories, myths and legends and retelling them orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words they have read.</p> <p>Increasing their familiarity with a wide range of books including fairy stories, myths and legends and retelling them orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words they have read.</p> <p>Increasing their familiarity with a wide range of books including fairy stories, myths and legends and retelling them orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words they have read.</p> <p>Increasing their familiarity with a wide range of books including fairy stories, myths and legends and retelling them orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>
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	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking the text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of text.</p> <p>Drawing inferences such as character feelings, thoughts and motives from their actions and justifying with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from</p>	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking the text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of text.</p> <p>Drawing inferences such as character feelings, thoughts and motives from their actions and justifying with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from</p>	<p>Recognising some different forms of poetry (for example free verse, narrative)</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking the text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of text.</p> <p>Drawing inferences such as character feelings, thoughts and motives from their actions and justifying with evidence.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking the text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of text.</p> <p>Drawing inferences such as character feelings, thoughts and motives from their actions and justifying with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking the text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of text.</p> <p>Drawing inferences such as character feelings, thoughts and motives from their actions and justifying with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from</p>	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking the text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of text.</p> <p>Drawing inferences such as character feelings, thoughts and motives from their actions and justifying with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from</p>
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<b>Enrichment</b>				<b>World Book Day</b>		



Years 5 and 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Significant Study Text</b>	<p><b>Cycle 1 – Under My Feet, The King in the Car Park</b>  <b>Cycle 2 – Oliver Twist</b></p>   	<p><b>Cycle 1 – below Deck: A Titanic Story</b>  <b>Cycle 2 – The Road to Freedom</b></p>  	<p><b>Cycle 1 – The Hidden Heart of me, New York: Making of a City, Escape at Bedtime, Adrift in New York</b>  <b>Cycle 2 – Flood Alert, From a Railway Carriage, The Red Lady, Haiku Year</b></p>  	<p><b>Cycle 1 – Wild Animals are not Pets, Wild Runner and the Hunt, The Londorium Transportium</b>  <b>Cycle 2 – The Cake Catastrophe, Switched, Pukka!</b></p>  	<p><b>Cycle 1 – The Legend of Sir Gareth, The Secret of Mulan, Jousting: The Sport of Knights</b>  <b>Cycle 2 – Beyond the Horizon</b></p>  	<p><b>Cycle 1 – The Longest Night</b>  <b>Cycle 2 – The Tree, A Tsunami Unfolds</b></p>  

<b>Objectives</b>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Increasing their familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Increasing their familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Increasing their familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Increasing their familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Increasing their familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Increasing their familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>

	<p>Making comparisons within and across books.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Making comparisons within and across books.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predicting what might happen from details</p>	<p>and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predicting what might happen from details</p>	<p>Making comparisons within and across books.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Making comparisons within and across books.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>
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	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative, considering the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Participate in discussions about books that are read to them and</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative, considering the impact on the reader.</p> <p>Participate in discussions about books that are read to them and those they read themselves, building on their own and others' ideas and</p>	<p>stated and implied.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative, considering the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>stated and implied.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative, considering the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative, considering the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Participate in discussions about books that are read to them and</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative, considering the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Participate in discussions about books that are read to them and</p>
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<p><b>reading lessons and applying in other subjects.</b></p>	<p>Consider and evaluate different viewpoints, attending to and building on contributions from others.</p> <p>Select and use appropriate registers for effective communication.</p> <p>Ask relevant questions to extend their knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Consider and evaluate different viewpoints, attending to and building on contributions from others.</p> <p>Select and use appropriate registers for effective communication.</p> <p>Ask relevant questions to extend their knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Consider and evaluate different viewpoints, attending to and building on contributions from others.</p> <p>Select and use appropriate registers for effective communication.</p> <p>Ask relevant questions to extend their knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Consider and evaluate different viewpoints, attending to and building on contributions from others.</p> <p>Select and use appropriate registers for effective communication.</p> <p>Ask relevant questions to extend their knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Consider and evaluate different viewpoints, attending to and building on contributions from others.</p> <p>Select and use appropriate registers for effective communication.</p> <p>Ask relevant questions to extend their knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Consider and evaluate different viewpoints, attending to and building on contributions from others.</p> <p>Select and use appropriate registers for effective communication.</p> <p>Ask relevant questions to extend their knowledge and understanding.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>
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