

Reading Curriculum

Langford, Wilberforce and Fulham
Primary Schools



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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?	Cobweb morning	Games from around the world	A new home	Liam the Park Keeper	Dorer the storer	Festivals	The Hurricane Tree	Houses around the world	In a Minute	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 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](#)