



Thoresby Vale
Primary Academy

English: Reading

Curriculum overview



Cycle A 2025 – 2026

Cycle B 2026 - 2027

We empower | We respect | We care

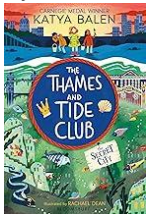


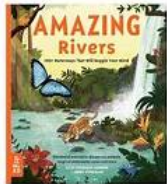
Part of  **Diverse
Academies**

Key Stage 1

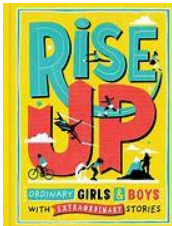
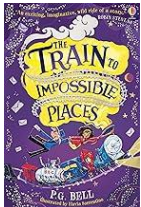


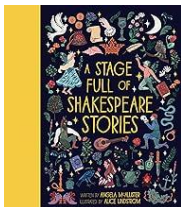
Reading	Text			<p>The Koala Who Could by Rachel Bright</p> 	<p>The Friendly Mammoth by Anna Terreros-Martin</p> 	<p>Commotion in the Ocean by Giles Andreae</p> 	<p>Little Red Riding Hood by Mara Alperin</p> 
Reading	Text	<p>Lights on Cotton Rock by David Litchfield</p> 	<p>The Great Fire of London by the Literacy Company</p>	<p>The Dragonsitter by Josh Lacey Real Dragons! National Geographic Kids</p> 	<p>Owen and the Soldier by Lisa Thompson</p> 	<p>Fantastic Mr Fox by Roald Dahl</p> 	<p>Grimm's Fairytales (Usbourne Books)</p> 

Year 1 reading skills	Year 2 reading skills
<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding • Listen to, discuss and express views about a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Check that the text makes sense as they read and correct inaccurate reading • Participate in discussions about what is read to them, taking turns and listening to what others say • Predict what might happen on the basis of what has been read so far (1e) • Discuss word meanings, linking new meanings to those already known (1a) • Explain clearly their understanding of what is being read to them (1b) • Draw on vocabulary provided by the teacher (1a) • Discuss the significance of the title and events (1b) • Be encouraged to link what they read or hear read to their own experiences (1d) • Make inferences on the basis of what is being said and done (1d) • Explain clearly their understanding of what is being read to them (1b) • Retell key stories, fairy stories and traditional tales, and consider their characteristics (1c) 	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves • Recognise simple recurring literary language in stories and poetry • Draw on what they already know or on background information and vocabulary • Check that the text makes sense to them as they read and correct inaccurate reading • Recognise simple recurring literary language in stories and poetry • Predict what might happen on the basis of what has been read so far (1e) • Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a) • Discuss the sequence of events in books and how items of information are related (1c) • Answer and ask questions (1b) • Make inferences on the basis of what is being said and done (1d) • Discuss their favourite words and phrases • Introduce non-fiction books that are structured in different ways

Lower Key Stage 2 – Cycle A

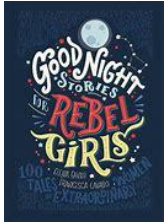


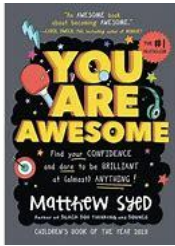

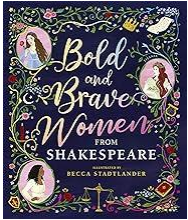
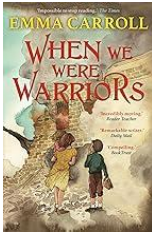
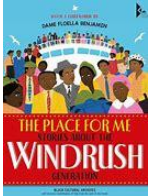
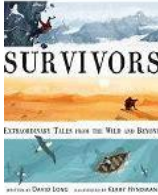
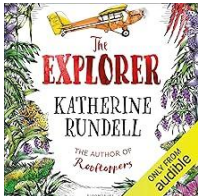
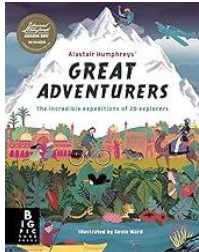
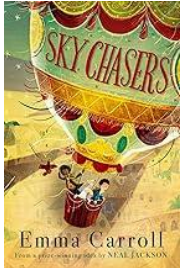
Reading	Text	The Windrush Story by The Literacy Company	The Thames and Tide Club: The secret City by Katya Balen 	The Iron Man by Ted Hughes The Iron Giant (film 1999) 	Blue by Britta Teckentrup 	Amazing Rivers by Julie Vosburgh Agnone 	Exploring Shakespeare's London by The Literacy Company

Lower Key Stage 2 – Cycle B

Reading	Text	Rise Up by Amanda Li 	The Train to Impossible Places by P.G. Bell 	Fantastic Forests by The Literacy Pathways	Ariki and the Island of Wonders by Nicola Davies 	Fantastically Great Women Who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company 	A Stage Full of Shakespeare Stories by Angela McAllister 

Lower Key Stage 2 reading skills

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Check that the text makes sense to them and discuss their understanding
- Participate in discussion about books
- Predict what might happen from details stated and implied (2e)
- Explain meaning of words in context (2a)
- Retrieve and record information (2b)
- Use dictionaries to check the meaning of words that they have read
- Identify themes and conventions in a wide range of books
- Discuss words and phrases that capture the reader's interest and imagination (2g)
- Ask questions to improve understanding
- Draw inferences (inferring characters' feelings, thoughts, and motives from their actions); justify with evidence (2d)
- Identify main ideas drawn from more than one paragraph and summarise (2c)
- Identify how language, structure and presentation contribute to meaning (2f)
- Retrieve and record information from non-fiction (2b)

Upper Key Stage 2 – Cycle A							
Reading	Text	<p>Good Night Stories for Rebel Girls by Elena Favilli and Francesco Cavallo</p> 	<p>Hansel and Gretel by Neil Gaiman</p> 	<p>Odd and Frost Giants by Neil Gaiman</p> 	<p>You Are Awesome by Matthew Syed</p> 	<p>The Last Wild by Piers Torday</p> 	<p>Bold and Brave Women from Shakespeare by Shakespeare</p> 
Upper Key Stage 2 – Cycle B							
Reading	Text	<p>When Were We Warriors by Emma Carroll</p> 	<p>The Place For Me: stories about the Windrush Generation by Black Cultural Archives</p> 	<p>Survivors: Extraordinary Tales from the Wild and Beyond by David Long</p> 	<p>The Explorer by Katherine Rundell</p> 	<p>Great Adventurers by Alistair Humphreys</p> 	<p>Sky Chasers by Emma Carroll</p> 

Upper Key Stage 2 reading skills

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Participate in discussion about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views
- Recommend books to peers
- Predict what might happen from details stated and implied (2e)
- Explore meaning of words in context (2a)
- Retrieve, record and present information (2b)
- Ask questions to improve understanding
- Identify and discuss themes and conventions
- Make comparisons within and across books (2h)
- Draw inferences (inferring characters' feelings, thoughts, and motives from their actions); justify with evidence (2d)
- Summarise main ideas from more than one paragraph, identifying key details (2c)
- Identify how language, structure and presentation contribute to meaning (2f)
- Evaluate authors' language choice, including figurative language (2g)
- Distinguish between fact and opinion (2d)