



Reading Curriculum Take one Book

CARE **ACHIEVE** **BELIEVE**



JUST IMAGINE...
**TAKE ONE
BOOK**



Reading Curriculum Take one Book

CARE **ACHIEVE** **BELIEVE**

At Peover Superior Primary School, we want our children to become successful lifelong learners and recognise that reading lies at the heart of this. We aim to instill a love of reading where children read for enjoyment. We aim for children to become independent readers who read with fluency, prosody and accuracy.

Our approach to reading not only enables children to read a variety of genres and to read books from different cultures and times, but enhances their love of reading. By providing a text rich environment and using quality texts as a stimulus to lessons, children are given opportunities to practice their reading skills, extend their vocabulary, widen their experiences, develop their imaginations and to read for pleasure.

Teachers instill a love of reading through the use of engaging reading areas in every classroom, quality texts across the curriculum and daily love of reading sessions underpin our rich reading curriculum.

Early reading is taught through our Little Wandle scheme alongside exposure to high quality texts that ensure our children encounter rich and varied vocabulary.



To support our drive for all children with their reading we use the Take One Book resource as the foundations of our reading curriculum across school.

Our reading curriculum enables us to teach reading strategies and behaviours that can be applied to a range of text types and genres. Children are taught to relate texts to themselves, other books and the wider world through the use of dialogic talk.





Reading Curriculum

Take one Book - Whole School Overview

Cycle B

Class	Autumn 1 Theme: Friendship	Autumn 2 Theme: Water	Spring 1 Theme: Poetry	Spring 2 Theme: Survival	Summer 1 Theme: Animals	Summer 2 Theme: Sustainability
Willow Class						
Sycamore Class	 	 			 	 



Reading Curriculum

Take one Book - Whole School Overview

Cycle B


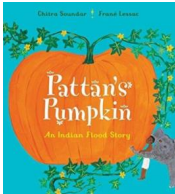



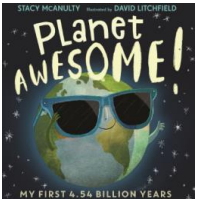
Class	Autumn 1 Theme: Friendship	Autumn 2 Theme: Water	Spring 1 Theme: Poetry	Spring 2 Theme: Survival	Summer 1 Theme: Animals	Summer 2 Theme: Sustainability
Chestnut Class						
Oak Class						



Reading Curriculum

Take one Book - Willow Class (EYFS)

Cycle B

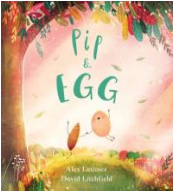
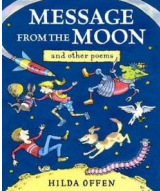
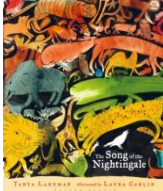
<p>Autumn 1 Theme: Friendship Narrative - On Sudden Hill</p>	<p>Autumn 2 Theme: Water Narrative - Pattan's Pumpkin</p>	<p>Spring 1 Theme: Poetry Poetry - A Greta Big Cuddle</p>	<p>Spring 2 Theme: Survival Fable/Picturebook - Wild</p>	<p>Summer 1 Theme: Animals Fable - Leaf</p>	<p>Summer 2 Theme: Sustainability Non-Fiction - Planet Awesome</p>
					
<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Read most words quickly and accurately, • Listening to, discussing and expressing views about a wide range of stories • Discussing the sequence of events in books • Recognising simple recurring literary language • Discussing and clarifying the meanings of words • Discussing their favourite words and phrases. • Find clues in what has been said and done. • Make predictions based on clues from the text. 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Read most words quickly and accurately, • Listening to, discussing and expressing views about a wide range of stories • Discussing the sequence of events in books • Recognising simple recurring literary language • Discussing and clarifying the meanings of words • Discussing their favourite words and phrases. • Find clues in what has been said and done. • Make predictions based on clues from the text. 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, • Being encouraged to link what they read or hear read to their own experiences • Learning to appreciate rhymes and poems, and to recite some by heart • Discussing word meanings, linking new meanings to those already known • Understand both the poems they can already read accurately and fluently and those they listen to • Draw on what they already know • Check that the text makes sense to Discuss the significance of the title and events • Making inferences • Participate in discussion • Listening to what others say • Explain clearly their understanding 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Read most words quickly and accurately, • Listening to, discussing and expressing views about a wide range of stories • Discussing the sequence of events in books • Recognising simple recurring literary language • Discussing and clarifying the meanings of words • Discussing their favourite words and phrases. • Find clues in what has been said and done. • Make predictions based on clues from the text. 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Read most words quickly and accurately, • Listening to, discussing and expressing views about a wide range of stories • Discussing the sequence of events in books • Recognising simple recurring literary language • Discussing and clarifying the meanings of words • Discussing their favourite words and phrases. • Find clues in what has been said and done. • Make predictions based on clues from the text. 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction • Discuss the sequence of events in books • Be introduced to a non-fiction books • Recognise simple recurring literary language in stories discuss and clarify the meanings • Discuss their favourite words and phrases • Draw on what they already know • Check that the text makes sense to them as they read, • Make inferences • Participate in discussion about books • Explain and discuss their understanding



Reading Curriculum

Take one Book - Sycamore Class (Yr1/2)

Cycle B

<p>Autumn 1 Theme: Friendship Narrative - Pip & Egg</p>	<p>Autumn 2 Theme: Water Non-Fictions - The Rhythm of the Rain</p>	<p>Spring 1 Theme: Poetry Poetry - Message from the Moon</p>	<p>Spring 2 Theme: Survival Non-Fiction - Ice Bear</p>	<p>Summer 1 Theme: Animals Fable - The Song of the Nightingale</p>	<p>Summer 2 Theme: Sustainability Non-Fiction Explanation Text Where do clothes come from?</p>
					
<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Read most words quickly and accurately, • Listening to, discussing and expressing views about a wide range of stories • Discussing the sequence of events in books • Recognising simple recurring literary language • Discussing and clarifying the meanings of words • Discussing their favourite words and phrases. • Find clues in what has been said and done. • Make predictions based on clues from the text. 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction • Discuss the sequence of events in books • Be introduced to a non-fiction books • Recognise simple recurring literary language in stories discuss and clarify the meanings • Discuss their favourite words and phrases • Draw on what they already know • Check that the text makes sense to them as they read, • Make inferences • Participate in discussion about books • Explain and discuss their understanding 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, • Being encouraged to link what they read or hear read to their own experiences • Learning to appreciate rhymes and poems, and to recite some by heart • Discussing word meanings, linking new meanings to those already known • Understand both the poems they can already read accurately and fluently and those they listen to • Draw on what they already know • Check that the text makes sense to Discuss the significance of the title and events • Making inferences • Participate in discussion • Listening to what others say • Explain clearly their understanding 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction • Discuss the sequence of events in books • Be introduced to a non-fiction books • Recognise simple recurring literary language in stories discuss and clarify the meanings • Discuss their favourite words and phrases • Draw on what they already know • Check that the text makes sense to them as they read, • Make inferences • Participate in discussion about books • Explain and discuss their understanding 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Read most words quickly and accurately, • Listening to, discussing and expressing views about a wide range of stories • Discussing the sequence of events in books • Recognising simple recurring literary language • Discussing and clarifying the meanings of words • Discussing their favourite words and phrases. • Find clues in what has been said and done. • Make predictions based on clues from the text. 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction • Discuss the sequence of events in books • Be introduced to a non-fiction books • Recognise simple recurring literary language in stories discuss and clarify the meanings • Discuss their favourite words and phrases • Draw on what they already know • Check that the text makes sense to them as they read, • Make inferences • Participate in discussion about books • Explain and discuss their understanding



Reading Curriculum

Take one Book - Sycamore Class (Yr1/2)

Cycle B


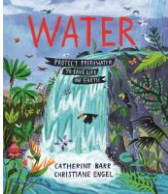
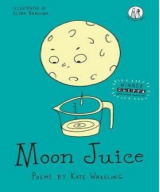
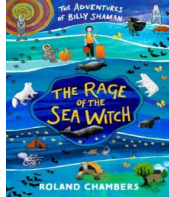
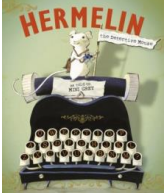
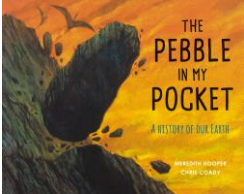
Autumn 1 Theme: Friendship Narrative - Pumpkin Soup	Autumn 2 Theme: Water Narrative - Flood	Spring 1 Theme: Poetry Poetry - Message from the Moon	Spring 2 Theme: Survival Non-Fiction - Ice Bear	Summer 1 Theme: Animals Non-Fiction - Look what I found	Summer 2 Theme: Sustainability Non-Fiction - Lots
					
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Reading Curriculum

Take one Book - Chestnut Class (Yr3/4)

Cycle B

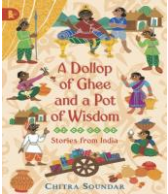
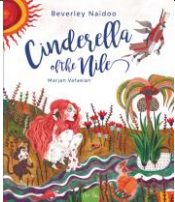
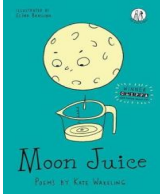
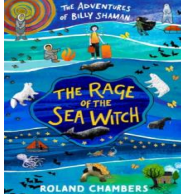

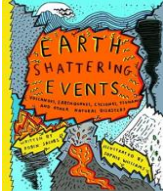
<p>Autumn 1 Theme: Friendship Fictionalised biography - Elisabeth and the box of colours</p>	<p>Autumn 2 Theme: Water Non-Fiction - Water</p>	<p>Spring 1 Theme: Poetry Poetry - Moon Juice</p>	<p>Spring 2 Theme: Survival Narrative - The rage of the sea witch</p>	<p>Summer 1 Theme: Animals Narrative - Hermelin</p>	<p>Summer 2 Theme: Sustainability Narrative - Pebble in my Pocket</p>
					
<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> Develop positive attitudes to reading and listening to and discussing a wide range of fiction, Reading books that are structured in different ways Using dictionaries to check the meaning of words Discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently. Asking questions to improve their understanding of a text Drawing inferences Predicting what might happen from details stated and implied Identifying how language, structure, and presentation contribute to meaning Participate in discussion Read for themselves, taking turns and listening to what others say. 	<p>National Curriculum Coverage:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Science Year 4 Programme of Study: recognise that environments can change and that this can sometimes pose dangers to living things. identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading using dictionaries to check the meaning of words that they have read preparing poems to read aloud and to perform, discussing words and phrases recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them asking questions to improve their understanding of a text drawing inferences identifying how language, structure, and presentation participate in discussion 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of fiction, reading books that are structured in different ways using dictionaries to check the meaning increasing their familiarity with a wide range of books identifying themes discussing words and phrases understand what they read, checking that the text makes sense to them, asking questions drawing inferences predicting what might happen from details stated identifying how language, structure, and presentation contribute to meaning participate in discussion 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of fiction, reading books that are structured in different ways using dictionaries to check the meaning increasing their familiarity with a wide range of books identifying themes discussing words and phrases understand what they read, checking that the text makes sense to them, asking questions drawing inferences predicting what might happen from details stated identifying how language, structure, and presentation contribute to meaning participate in discussion 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of fiction, reading books that are structured in different ways using dictionaries to check the meaning increasing their familiarity with a wide range of books identifying themes discussing words and phrases understand what they read, checking that the text makes sense to them, asking questions drawing inferences predicting what might happen from details stated identifying how language, structure, and presentation contribute to meaning participate in discussion



Reading Curriculum

Take one Book - Chestnut Class (Yr3/4)

Cycle B

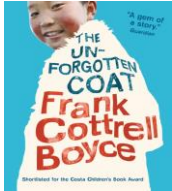
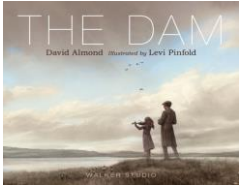
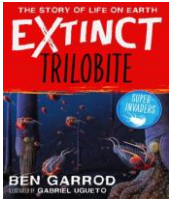
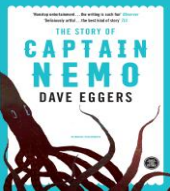
Autumn 1 Theme: Friendship Traditional Tales - A Dollop of Ghee and a Pot of Wisdom	Autumn 2 Theme: Water Narrative - Cinderella of the Nile	Spring 1 Theme: Poetry Poetry - Moon Juice	Spring 2 Theme: Survival Narrative - The rage of the sea witch	Summer 1 Theme: Animals Narrative - The White Fox	Summer 2 Theme: Sustainability Non-Fiction - Earth Shattering Events
					
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Reading Curriculum

Take one Book - Oak Class (Yr5/6)

Cycle B

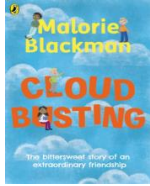
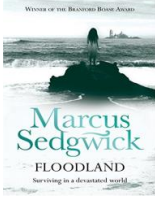
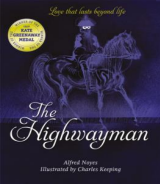
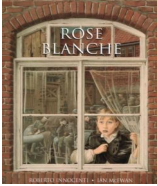


<p>Autumn 1 Theme: Friendship Narrative - The unforgotten coat</p>	<p>Autumn 2 Theme: Water Picturebook - The Dam</p>	<p>Spring 1 Theme: Poetry Poetry - The Highwayman</p>	<p>Spring 2 Theme: Survival Historical Fiction - Rose Blanche</p>	<p>Summer 1 Theme: Animals Explanation Text - Trilobite</p>	<p>Summer 2 Theme: Sustainability Narrative - Captain Nemo</p>
					
<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of fiction, reading books that are structured in different ways using dictionaries to check the meaning increasing their familiarity with a wide range of books identifying theme sdiscussing words and phrases understand what they read, checking that the text makes sense to them, asking questions drawing inferences predicting what might happen from details stated identifying how language, structure, and presentation contribute to meaning participate in discussion 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of fiction, reading books that are structured in different ways using dictionaries to check the meaning increasing their familiarity with a wide range of books identifying themesdiscussing words and phrases understand what they read, checking that the text makes sense to them, asking questions drawing inferences predicting what might happen from details stated identifying how language, structure, and presentation contribute to meaning participate in discussion 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading using dictionaries to check the meaning of words that they have read preparing poems to read aloud and to perform, discussing words and phrases recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them asking questions to improve their understanding of a text drawing inferences identifying how language, structure, and presentation participate in discussion 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of fiction, reading books that are structured in different ways using dictionaries to check the meaning increasing their familiarity with a wide range of books identifying themes discussing words and phrases understand what they read, checking that the text makes sense to them, asking questions drawing inferences predicting what might happen from details stated identifying how language, structure, and presentation contribute to meaning participate in discussion 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristic recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of fiction, reading books that are structured in different ways using dictionaries to check the meaning increasing their familiarity with a wide range of books identifying theme sdiscussing words and phrases understand what they read, checking that the text makes sense to them, asking questions drawing inferences predicting what might happen from details stated identifying how language, structure, and presentation contribute to meaning participate in discussion



Reading Curriculum

Take one Book - Oak Class (Yr5/6)

Cycle B

<p>Autumn 1 Theme: Friendship Novel - Cloud Busting</p>	<p>Autumn 2 Theme: Water Narrative - Floodland</p>	<p>Spring 1 Theme: Poetry Poetry - The Highwayman</p>	<p>Spring 2 Theme: Survival Historical Fiction - Rose Blanche</p>	<p>Summer 1 Theme: Animals Information Text - On the origin of species</p>	<p>Summer 2 Theme: Sustainability Narrative - The Promise</p>
					
<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of fiction, reading books that are structured in different ways using dictionaries to check the meaning increasing their familiarity with a wide range of books identifying theme sdiscussing words and phrases understand what they read, checking that the text makes sense to them, asking questions drawing inferences predicting what might happen from details stated identifying how language, structure, and presentation contribute to meaning participate in discussion 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of fiction, reading books that are structured in different ways using dictionaries to check the meaning increasing their familiarity with a wide range of books identifying themesdiscussing words and phrases understand what they read, checking that the text makes sense to them, asking questions drawing inferences predicting what might happen from details stated identifying how language, structure, and presentation contribute to meaning participate in discussion 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading using dictionaries to check the meaning of words that they have read preparing poems to read aloud and to perform, discussing words and phrases recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them asking questions to improve their understanding of a text drawing inferences identifying how language, structure, and presentation participate in discussion 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of fiction, reading books that are structured in different ways using dictionaries to check the meaning increasing their familiarity with a wide range of books identifying themes discussing words and phrases understand what they read, checking that the text makes sense to them, asking questions drawing inferences predicting what might happen from details stated identifying how language, structure, and presentation contribute to meaning participate in discussion 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristic recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>National Curriculum Coverage:</p> <ul style="list-style-type: none"> develop positive attitudes to reading, listening to and discussing a wide range of fiction, reading books that are structured in different ways using dictionaries to check the meaning increasing their familiarity with a wide range of books identifying theme sdiscussing words and phrases understand what they read, checking that the text makes sense to them, asking questions drawing inferences predicting what might happen from details stated identifying how language, structure, and presentation contribute to meaning participate in discussion