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Colossians 3:17



Reading

Intent

English is essential for the educational and social progress of our children, allowing them to make sense of our rapid and ever changing world and understand their place in it. It is through language, story and text that children learn to form concepts, connect ideas and express themselves.

At Medlar with Wesham we understand that the development of vocabulary is fundamental to learning and so we place heavy emphasis on developing children's vocabulary across the whole curriculum.

English is taught using a text based approach, thus ensuring that children are encouraged to be curious by immersing in high quality literature. Texts have been carefully selected to act as mirrors, windows and sliding doors. Books are mirrors when readers see their own lives reflected in the pages. Books are also windows when they allow readers a view of lives and stories that are different from their own to develop their confidence in the world. Books become sliding glass doors when readers feel transported into the world of the story and when they feel empathy for the characters.

It is through this approach that we intend to make our children proficient in oral language, reading and writing and equip them to be resilient citizens of the future.

Curriculum Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none">What makes me a me?Who am I?My family and other familiesThe same but different tooI'm almost always kindPumpkin SoupSquirrels who squabbled	<ul style="list-style-type: none">Celebrations around the worldAll through the nightIn every house in every streetIt's a no money dayBear ShapedStanding up to racismCelebrations around the world	<ul style="list-style-type: none">Lost and foundMartha Map's it OutThe Gingerbread ManCelebrations around the worldWilliam Bee's Things that GoAnanias and the Golden PotCelebrations around the world	<ul style="list-style-type: none">The Three Little PigsMr Wolf's PancakesMrs Noah's GardenErrol's GardenTadCelebrations around the world	<ul style="list-style-type: none">The DotNursery RhymesShu Lin's GrandpaLuna Loves ArtThe story Orchestra	<ul style="list-style-type: none">Clean Up!Winnie The Pooh Helps the BeesBody BookI am NefertitiChicken ClickingThe InvisibleThe Wonder
Y1/2 Cycle A	<ul style="list-style-type: none">BeeguWhere the wild things are	<ul style="list-style-type: none">The Little Red HenThe owl and the pussycat	<ul style="list-style-type: none">Peter RabbitLook up!	<ul style="list-style-type: none">Here we areThe Hare and the tortoise (Aesop's fables)	<ul style="list-style-type: none">There's a rang tan in my bedroomChocolate Cake - Michael Rosen	<ul style="list-style-type: none">The Lighthouse keeper's lunchThe Storm Whale
Y1/2 Cycle B	<ul style="list-style-type: none">Grandad's IslandThe goose that laid the golden egg (Aesop's Fables)	<ul style="list-style-type: none">Mrs Noah's pocketsThe Christmas Pine	<ul style="list-style-type: none">Little Rio's skating glowThe Quangle Wangle's Hat	<ul style="list-style-type: none">Rhythm of the rainSomebody who crunched Colin	<ul style="list-style-type: none">Little People, Big Dreams - David AttenboroughPaddingtonThe Dancing Bear	<ul style="list-style-type: none">Fantastic Mr FoxWhat the ladybird heard at the farmThe Magician's Nephew
Y3	<ul style="list-style-type: none">Great and the GiantsThe Pebble in my Pocket	<ul style="list-style-type: none">Leon and the Place Between'Twas the Night Before Christmas	<ul style="list-style-type: none">Sam Wu is NOT afraid of the Dark	<ul style="list-style-type: none">Operation Gadgetman		
Y4	<ul style="list-style-type: none">The Queen's NoseThe Raven	<ul style="list-style-type: none">The Girl who Stole an Elephant	<ul style="list-style-type: none">The Boy at the Back of the Class	<ul style="list-style-type: none">Varjak Paw	<ul style="list-style-type: none">Young Gifted and Black	<ul style="list-style-type: none">The Wind in the Willows
Y5	<ul style="list-style-type: none">Shackleton's Journey	<ul style="list-style-type: none">Secrets of a Sun King	<ul style="list-style-type: none">A Midsummer Night's DreamI Am Not a Label	<ul style="list-style-type: none">Boy in the Tower	<ul style="list-style-type: none">The Explorer	<ul style="list-style-type: none">The ExplorerFive Children and It
Y6	<ul style="list-style-type: none">Rooftoppers	<ul style="list-style-type: none">Room 13	<ul style="list-style-type: none">Pig Heart BoyAll aboard the Empire Windrush	<ul style="list-style-type: none">Skellig	<ul style="list-style-type: none">Dare to be you	<ul style="list-style-type: none">Introduction to Dickens-Oliver Twist



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Expectations

Learning Model

Connected



Our work is built around
cognitive load theory
principles of instruction
evidence informed practice

Cumulative



We believe learning isn't an
event. It must be knowledge-
rich, vocabulary-rich
and skilful

Coherent



Sequence matters
systematically planned
explicit instruction
supports acquisition of
curriculum content

Books

- Knowledge note for each lesson
- Key vocabulary identified and highlighted in each lesson.

Assessment

- Retrieval practice activities
- Assessment for learning during lessons
- Summative teacher assessments

Examples of Work

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6