



## St Edward's Reading and Writing Curriculum 2021-2022

### EYFS Curriculum content

Nursery – Foundations for Phonics  
 Reception daily phonics lessons Phases 2 – 4 and phonics interventions for identified children  
 Reading Practice Sessions 3 x per week (20-minute sessions)

### Year 1 Curriculum content on a page

Daily phonics lessons (30 minutes)  
 Daily phonics interventions for identified children  
 Reading Practice Sessions x 3 per week - Fluency, Prosody and Comprehension (20-minute sessions)  
 Story time – teachers read to children daily  
 Autumn 1 – shared reading texts

Autumn 2021	Spring 2022	Summer 2022
<b>Reading</b>		
<ul style="list-style-type: none"> <li>The Paper Dolls</li> <li>The Everywhere Bear</li> <li>Harry and the Bucketful of Dinosaurs</li> <li>Harry and the (series)</li> <li>Non-Fiction Texts linked to Dinosaurs</li> <li>The Boy who cried Wolf (CUSP trial)</li> </ul>	Little Wandle daily phonics lessons Phase 5 Reading Practise Sessions x 3 per week Fluency, Prosody and Comprehension	Little Wandle daily phonics lessons Phase 5 Reading Practise Sessions x 3 per week Fluency, Prosody and Comprehension
<b>Writing</b>		
<ul style="list-style-type: none"> <li>Simple narrative</li> <li>Description</li> <li>Poetry (Senses)</li> <li>Sentence structure</li> <li>Informal letters</li> <li>Recounts</li> <li>Fact files</li> </ul>	CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Shape poems and calligrams.</li> <li>Informal letters.</li> <li>Recount from personal experience.</li> <li>Poetry on a theme.</li> <li>Instructional writing.</li> <li>Stories with a familiar setting.</li> </ul>	CUSP Writing <ul style="list-style-type: none"> <li>Informal letters.</li> <li>Poetry on a theme.</li> <li>Setting descriptions.</li> <li>Poetry: pattern and rhyme.</li> <li>Recount from personal experience.</li> </ul>

## Year 2 Curriculum content on a page

Daily phonics lessons (20 minutes) Autumn Term 2021  
 Daily phonics interventions for identified children  
 Reading Practise Sessions - Fluency, Prosody and Comprehension (20-minute session)  
 Story time – teachers read to children daily  
 Autumn 1 – shared reading texts  
 Discrete lessons from January 2022 (CUSP)

## Year 2 Curriculum content on a page

Autumn 2021	Spring 2022	Summer 2022
<b>Reading</b>		
<ul style="list-style-type: none"> <li>• Supertato</li> <li>• Queen Victoria's Knickers</li> <li>• Where the poppies now grow</li> <li>• Once upon an ordinary school day</li> <li>• George's Marvellous Medicine</li> <li>• The Christmas Pine - Julia Donaldson</li> </ul>	CUSP Reading <ul style="list-style-type: none"> <li>• The Quangle Wangle's Hat - Edward Lear</li> <li>• Coming to England</li> <li>• Mrs Noah's Pockets</li> <li>• Rhythm of the Rain</li> </ul>	<ul style="list-style-type: none"> <li>• Great Women Who Changed the World</li> <li>• Aesop's Fables – The Sun and The Wind</li> <li>• Fantastic Mr Fox</li> </ul>
<ul style="list-style-type: none"> <li>• Shared reading of texts within lessons</li> <li>• Fluency, Prosody and Comprehension</li> </ul>	Spring Term 1 Reading Practice Sessions x 3 per week Fluency, Prosody and Comprehension	Reading Practice Session x 1 per week Fluency, Prosody and Comprehension
<b>Writing</b>		
<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Stories with familiar settings</li> <li>• Diary writing</li> <li>• Information texts</li> <li>• Different stories by the same author</li> <li>• Poetry (art link/nature)</li> </ul>	CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>• Poetry on a theme (humorous).</li> <li>• Recount from personal experience.</li> <li>• Formal invitations.</li> <li>• Stories from other cultures.</li> <li>• Non-chronological reports</li> </ul>	CUSP Writing <ul style="list-style-type: none"> <li>• Character description</li> <li>• Non-chronological reports</li> <li>• Simple retelling of a narrative.</li> <li>• Recount from personal experience</li> <li>• Poems developing vocabulary</li> <li>• Poetry on a theme (humorous / poems about change).</li> </ul>

Year 3/4 Cycle A Curriculum content on a page

FASE Reading x 3 per week (15 minutes)

Daily phonics interventions for identified children

Story time sessions throughout the week

Autumn 1 – shared reading texts

**Reading**

<ul style="list-style-type: none"> <li>• Stig of the dump</li> <li>• Stone age boy</li> <li>• The Lion, The Witch and the Wardrobe</li> <li>• The Quarry</li> <li>• I was born in the stone age</li> </ul>	<p>CUSP Reading</p> <ul style="list-style-type: none"> <li>• Sam Wu is Not Afraid of the Dark.</li> <li>• My Shadow Robert Louis Stephenson.</li> <li>• Operation Gadgetman.</li> </ul>	<ul style="list-style-type: none"> <li>• Dancing Bear.</li> <li>• The Magician's Nephew.</li> </ul>
<ul style="list-style-type: none"> <li>• Shared reading of texts within lessons</li> <li>• Fluency, Prosody and Comprehension</li> <li>• FASE Reading Y3/4 (trial) 24.11.21</li> </ul>	FASE Reading 3 x per week	FASE Reading 3 x per week

**Writing**

<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Non-Fiction Report</li> <li>• Character and Setting Descriptions</li> <li>• Diary entries</li> <li>• Informal letters</li> <li>• Newspaper reports</li> <li>• Biography</li> <li>• Newspaper interviews</li> <li>• Poetry</li> <li>• Biography</li> </ul>	<p>CUSP Writing</p> <p>Introduce = green (Block A)</p> <p>Revisit = orange (Block B)</p> <ul style="list-style-type: none"> <li>• Non-chronological reports</li> <li>• Third person narrative (animal stories).</li> <li>• Performance poetry (including poetry from other cultures).</li> <li>• Advanced instructional writing.</li> <li>• First person narrative descriptions</li> </ul>	<p>CUSP Writing</p> <ul style="list-style-type: none"> <li>• Dialogue through narrative (historical stories)</li> <li>• Poetry on a theme.</li> <li>• Formal letters to complain</li> <li>• Third person narrative (animal stories).</li> <li>• Advanced instructional writing</li> </ul>
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### Year 5 Curriculum content on a page

FASE Reading x 3 per week (15 minutes)

Daily phonics interventions

Story time sessions throughout the week

Autumn 1 – shared reading texts

### Year 5 Curriculum content on a page

Autumn 2021

Spring 2022

Summer 2022

#### Reading

<p>Viking Boy Rabbits “I have a Dream” – MLK Speech</p>	<p>CUSP Reading</p> <ul style="list-style-type: none"> <li>• A midsummer night’s dream.</li> <li>• I am not a label.</li> <li>• The Boy in the Tower.</li> <li>• Daffodils – William Wordsworth.</li> </ul>	<p>CUSP Reading</p> <ul style="list-style-type: none"> <li>• The Explorer.</li> <li>• Five Children and It.</li> </ul>
<ul style="list-style-type: none"> <li>• Shared reading of texts within lessons</li> <li>• Fluency, Prosody and Comprehension</li> </ul>	<p>FASE Reading 3 x per week</p>	<p>FASE Reading 3 x per week</p>

#### Writing

<p>Newspaper Reports Diary entries Biographies Character Profiles Non-Fiction Recount Playscripts</p>	<p>CUSP Writing</p> <p>Introduce = green (Block A)</p> <p>Revisit = orange (Block B)</p> <ul style="list-style-type: none"> <li>• Biography</li> <li>• Third person stories set in another culture</li> <li>• Poems which explore form.</li> <li>• Playscripts (Shakespeare retelling).</li> <li>• Formal letters of application</li> <li>• Poems that use word play.</li> </ul>	<p>CUSP Writing</p> <p>Introduce = green (Block A)</p> <p>Revisit = orange (Block B)</p> <ul style="list-style-type: none"> <li>• Balanced argument – builds on properties of materials.</li> <li>• Poems which explore form</li> <li>• Playscripts.</li> <li>• Dialogue in narrative (first person myths and legends)</li> <li>• Biography</li> </ul>
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Year 6 Curriculum content on a page
<p>FASE Reading x 3 per week (15 minutes)</p> <p>Daily phonics interventions</p> <p>Story time sessions throughout the week</p> <p>Autumn 1 – shared reading texts</p> <p>Discrete reading lessons from 29.11.21 (CUSP trial)</p>

Year 6 Curriculum content on a page		
Autumn 2021	Spring 2022	Summer 2022
<b>Reading</b>		
<ul style="list-style-type: none"> <li>• Private Peaceful</li> <li>• Dulce est Decorum</li> <li>• Boy</li> <li>• Over the Line</li> <li>• Malala's Pencil</li> </ul>	<p>CUSP Reading</p> <ul style="list-style-type: none"> <li>• Pig Heart Boy.</li> <li>• How to Live Forever.</li> <li>• Rooftoppers.</li> <li>• The Listeners – Walter de la Mare.</li> </ul>	<p>CUSP Reading</p> <ul style="list-style-type: none"> <li>• Skellig.</li> <li>• A Carol From Flanders – Frederick Niven.</li> <li>• Dare to be You.</li> <li>• Shakespeare's Sonnets: – Sonnet 27.</li> </ul>
<ul style="list-style-type: none"> <li>• Shared reading of texts within lessons</li> <li>• Fluency, Prosody and Comprehension</li> </ul>	FASE Reading 3 x per week	FASE Reading 3 x per week
<b>Writing</b>		
<ul style="list-style-type: none"> <li>• Explanation Texts</li> <li>• Informal letters</li> <li>• Persuasive Speeches</li> <li>• Narratives from different perspectives</li> </ul>	<p>CUSP Writing</p> <ul style="list-style-type: none"> <li>• Explanatory texts</li> <li>• Autobiography</li> <li>• Extended third person narrative (adventure stories)</li> <li>• Newspaper report</li> <li>• First person stories with a moral.</li> </ul>	<p>CUSP Writing</p> <ul style="list-style-type: none"> <li>• Extended third person narrative (adventure stories).</li> <li>• Newspaper report</li> <li>• Poems that create images and explore vocabulary</li> <li>• Discursive writing and speeches.</li> <li>• Shakespeare (Sonnets)</li> </ul>