



Copthorne CE Junior School

“Creating confident, curious learners with God’s love”



Curriculum Intent

At Copthorne CE Junior School, we prepare our children for lifelong learning by delivering an **ambitious, engaging, vibrant and inclusive** curriculum. Through ensuring a **progression of knowledge and skills** for all learners, our children will become **subject experts** within a **challenging, broad and balanced** curriculum.

Our children are encouraged to gain new knowledge, explore new skills, **develop resilience, make connections** and so **become critical thinkers**, who are **creative, curious and confident**.

Our Christian values are woven into all aspects of school life and the learning that takes place. Children become **collaborative, respectful and compassionate** members of our **diverse** community.

We believe that when leaving the school, our children will have the tools to be **active, independent learners**, who **take risks**, are **inquisitive** and have a **thirst for learning**. This allows them to flourish as they continue on their educational journey.

Reading Intent

To ensure that all children reach their full potential, to prepare them for future education and to enable them to become **life-long learners**, it is vital that reading is the golden thread weaving throughout all areas of our curriculum. We take an **engaging**, rigorous approach to ensure that children develop a **love of reading** alongside the skills and knowledge required to fully support them across all aspects of life, both inside and outside of the classroom. By providing a **literacy-rich environment**, made up of **innovate learning opportunities, high quality texts** and **modelled language**, children are able to progress well in all subject areas. Throughout their time at Copthorne, children are taught through structured, carefully curated lessons, supporting their journey to:

- Develop accuracy and fluency to ensure clear understanding of both un/familiar words at speed
- Read with expression, clarity and confidence
- Develop a good linguistic knowledge of vocabulary and grammar
- Read and respond to a wide range of different types of texts
- Develop a deeper level of emotional intelligence and empathy

KEY READING TEXTS CURRICULUM OVERVIEW

	Autumn	Spring	Summer
Year 3	The Copthorne Detectives Copthorne – The Story So Far Journey - Aaron Becker Class Reader: The Lion, the witch and the wardrobe – C.S. Lewis	Rock ‘n’ Roll Romans Escape from Pompeii - <i>Christina Balit</i> Pebble in my Pocket - <i>Meredith Hooper</i> A selection of non-fiction texts Class Reader: Oliver and the Seawigs – Phillip Reeve	Walk like an Egyptian The Scarab’s Secret - <i>Nick Would</i> A selection of non-fiction texts Class Reader: The Butterfly Lion – Michael Morpurgo
Year 4	Upstairs, downstairs A Christmas Carol - <i>Charles Dickens</i> Street Child - <i>Berlie Doherty</i> A selection of non-fiction texts Class Reader: Street Child - Berlie Doherty	Explorers, Raiders and Traders How to train your Dragon - <i>Cressida Cowell</i> How to be a Viking in 13 easy stages - <i>Scoular Anderson</i> A selection of non-fiction texts Class Reader: How to train your Dragon - Cressida Cowell	Mysterious Mayans Journey of the Nightly Jaguar - <i>Bernard Albert</i> The Tiger and the Wise Man - <i>Andrew Fusek Peters</i> The Great Kapok Tree - <i>Lynne Cherry</i> Class Reader: The Explorer – Katherine Rundell
Year 5	Henry VIII – Hero or Villain? Macbeth – <i>William Shakespeare</i> A selection of non-fiction texts Class Reader: Bearkeeper – Josh Lacey	Who Let the Gods Out? Greek Myths Greek Poetry A selection of non-fiction texts Class Reader: Who let the God’s out? – Max Evans	Journey into the Unknown Kensuke’s Kingdom – <i>Michael Morpurgo</i> Laika the Space Dog: First Hero in Outer Space – <i>Jeni Wittrock</i> Class Reader: Kensuke’s Kingdom – Michael Morpurgo
Year 6	We’ll meet again Erika’s Story – <i>Ruth Zee</i> The Boy in the Striped Pyjamas – <i>John Boyne</i> A selection of non-fiction texts Class Reader: The Boy in the Striped Pyjamas – John Boyne	Exploring the Extreme Shackleton’s Journey – <i>William Grill</i> Trapped by the Ice! - <i>Michael McCurdy</i> Ice Trap! Shackleton’s Incredible Expedition – <i>Meredith Hooper and M.P Robertson</i> Class Reader: Wonder – J.R. Palacio	Back to the Future Pig Heart Boy – <i>Malorie Blackman</i> Class Reader: Pig Heart Boy – Malorie Blackman

VIPERS Curriculum Progression

Foci	Year 2 end points	Year 3 end points	Year 4 end points	Year 5 end points	Year 6 end points
V Vocabulary	Draw upon knowledge of vocabulary in order to understand the text.	Find and explain the meaning of words in context.			
	Understand and recognise simple recurring literary language in stories and poetry. Discuss and clarifying the meaning of words, linking new meanings to known vocabulary.	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.	Maintain positive attitudes to reading and understanding what he/she reads by using dictionaries to check the meaning of words that he/she has read. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context. Maintain positive attitudes to reading and understanding what he/she reads by discussing words and phrases that capture the reader's interest and imagination. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, frontal adverbials.	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Understand that he/she reads by identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

I Infer	Make inferences from the text.	Make and justify inferences using evidence from the text.			
	Make inferences on the basis of what is being said and done.	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motive from their actions, and justifying inferences with evidence.
P Predict	Predict what you think will happen based on the information that you have been given.	Predict what might happen from the details given and implied.			
	Make plausible predictions about what might happen on the basis of what has been read so far.	Understand what he/she reads independently by predicting what might happen from details stated.	Understand what he/she reads independently by predicting what might happen from details stated and implied.	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.	Predict what might happen from details stated and implied.
E Explain	Explain your preferences, thoughts and opinions about the text.	Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.			
	Explain what has happened so far in what he/she has read.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Identifying how language, structure, and presentation contribute to meaning.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
R Retrieve	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.	Retrieve and record information and identify key details from fiction and non-fiction.			
	Answering and asking questions.	Understand what he/she reads independently by asking questions to improve his/her understanding of a text. Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction over a wide range of subjects. Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity.	Understand what he/she reads by asking questions to improve his/her understanding of complex texts. Retrieve, record and present information from non-fiction.	Ask questions to improve their understanding.

S Summarise	S = Sequence at KS1 Sequence the key events in the story.	Summarise the main ideas from more than one paragraph.			
	Discussing the sequence of events in books and how items of information are related.	Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.	Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.	Summarise main ideas from more than one paragraph, identifying key details which support these.	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph identifying key details that support the main ideas and using quotations for illustration.