

Reading Genre Overview

Poetry, Fiction, Non-Fiction, Fairy Stories/Traditional Tales/Myths & Legends, Plays, Reference books/textbooks

	Autumn term	Spring term	Summer term
<p>EYFS – FS1</p> <p>Poetry and Rhymes Fiction Non-Fiction Songs</p>	<ul style="list-style-type: none"> It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. 		
<p>EYFS – FS2</p> <p>Poetry and Rhymes Fiction Non-Fiction Songs</p>	<ul style="list-style-type: none"> It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. 		
<p>Year 1</p> <p>Poetry Fiction Non-Fiction Fairy Stories/Traditional Tales</p>			

	<ul style="list-style-type: none"> Teach your pupils to "develop pleasure in reading, motivation to read, vocabulary and understanding", by: <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Learning to appreciate rhymes and poems, and to recite some by heart Year 1 pupils are also expected to start forming short narratives. 		
<p>Year 2</p> <p>Poetry Fiction Non-Fiction Fairy Stories/Traditional Tales</p>	<ul style="list-style-type: none"> For reading comprehension, your pupils should: <ul style="list-style-type: none"> Listen to, discuss and express views on contemporary and classic poetry, stories and non-fiction Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Be introduced to non-fiction books that are structured in different ways <ul style="list-style-type: none"> Have them write: <ul style="list-style-type: none"> Both fictional and real narratives about their own experiences and those of others About real events Poetry For different purposes 		
<p>Year 3</p> <p>Poetry Fiction Non-Fiction Fairy Stories/Myths & Legends Plays Reference books/textbooks</p>	<ul style="list-style-type: none"> Your pupils should listen to and discuss a wide range of: <ul style="list-style-type: none"> Fiction Poetry Plays Non-fiction Reference books or textbooks <ul style="list-style-type: none"> Pupils should also read books that are structured in different ways, and they should read for different purposes. Increase their familiarity with a wide range of books, including fairy stories, myths and legends. Have them prepare poems and play scripts to read aloud and perform, and recognise some different forms of poetry (e.g. free verse and narrative poetry). As part of the writing composition requirements, your pupils are expected to create narratives, including settings, characters and plot, and also compose non-narrative material. 		
<p>Year 4</p> <p>Poetry Fiction Non-Fiction Fairy Stories/Myths & Legends Plays Reference books/textbooks</p>	<ul style="list-style-type: none"> Your pupils should listen to and discuss a wide range of: <ul style="list-style-type: none"> Fiction Poetry Plays Non-fiction Reference books or textbooks <ul style="list-style-type: none"> Pupils should also read books that are structured in different ways, and they should read for different purposes. Increase their familiarity with a wide range of books, including fairy stories, myths and legends. 		

	<ul style="list-style-type: none"> Have them prepare poems and play scripts to read aloud and perform, and recognise some different forms of poetry (e.g. free verse and narrative poetry). <p>As part of the writing composition requirements, your pupils are expected to create narratives, including settings, characters and plot, and also compose non-narrative material.</p>		
<p>Year 5 Poetry Fiction Non-Fiction Fairy Stories/Myths & Legends Plays Reference books/textbooks *Books from other cultures and traditions</p>			
<p>Year 6 Poetry Fiction Non-Fiction Fairy Stories/Myths & Legends Plays Reference books/textbooks *Books from other cultures and traditions</p>			
<ul style="list-style-type: none"> Teach your pupils to maintain positive attitudes to reading, and understand what they read, by: Continuing to read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including: Myths Legends and traditional stories Modern fiction Fiction from British literary heritage Books from other cultures and traditions <ul style="list-style-type: none"> Writing composition requirements include writing narratives that describe settings, characters and atmosphere, and integrate dialogue to convey character and advance the action 	<ul style="list-style-type: none"> Teach your pupils to maintain positive attitudes to reading, and understand what they read, by: Continuing to read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including: Myths Legends and traditional stories Modern fiction Fiction from British literary heritage Books from other cultures and traditions <ul style="list-style-type: none"> Writing composition requirements include writing narratives that describe settings, characters and atmosphere, and integrate dialogue to convey character and advance the action 		

Key:

National Curriculum Statements - Blue