

Enstone Primary School

KS2 Whole-Class Guided Reading Curriculum | 2026-2028

Fiction • Non-fiction • Poetry

Curriculum purpose. To develop fluent, thoughtful and enthusiastic readers through an ambitious diet of fiction, non-fiction and poetry. Whole-class guided reading broadens the texts encountered through the Jane Considine writing curriculum while making purposeful links to History, Geography and Science where these strengthen knowledge and vocabulary.

Organisation. Years 3/4 and Years 5/6 follow dated two-year programmes. Each term includes all three strands. Fiction provides a sustained literary spine; non-fiction uses carefully selected articles, source material, diagrams and information texts; poetry is protected as a distinct and recurring part of the reading curriculum.

Core reading behaviours. Vocabulary • retrieval • summarising • inference • prediction • authorial choice • comparison • discussion and evidence-based response.

FICTION	NON-FICTION	POETRY
Rich literature, character, theme, viewpoint and authorial craft.	Knowledge building, sources, explanation, argument and real-world reading.	Performance, imagery, language, interpretation and comparison.

Intent • Implementation • Impact

Intent

We intend pupils to become fluent, confident readers who read widely and can understand, discuss and evaluate increasingly demanding texts. The curriculum gives pupils regular access to high-quality fiction, purposeful non-fiction and classic and contemporary poetry. It deliberately extends the literary diet beyond texts used for writing and uses cross-curricular links selectively to strengthen background knowledge and subject vocabulary.

Implementation

Whole-class guided reading is organised through dated mixed-age programmes for Years 3/4 and Years 5/6. Teachers use sustained novels where depth and continuity add value, and curated extracts or text sets where breadth is more appropriate. Teaching revisits vocabulary, fluency, retrieval, summarising, inference, prediction, authorial choice, comparison and discussion. Questions and expected evidence are adapted to pupils' needs while the core text remains shared.

Impact

Pupils should read with increasing fluency and stamina, acquire a broad vocabulary, retrieve and synthesise information accurately, infer and justify using evidence, recognise how authors shape meaning, compare texts and viewpoints, and discuss reading with confidence. By the end of Year 6, pupils should be well prepared for the greater volume, complexity and independence of reading at secondary school.

A practical teaching rhythm

1 Read & understand Fluency, prosody, vocabulary, sentence meaning.	2 Retrieve & summarise Locate, select and identify what matters.	3 Infer & justify Explain ideas and support them with evidence.	4 Think like a writer Explore language, structure, viewpoint and effect.	5 Discuss & respond Compare, evaluate, debate and write about reading.
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Years 3/4 – 2026–27

Whole-Class Guided Reading Curriculum Map

Core guided-reading fiction is deliberately separate from the agreed Jane Considine The Write Stuff texts for this mixed-age year. Non-fiction connections deepen curriculum knowledge without simply repeating subject lessons.

Term	Strand	Core text / text set	Reading emphasis	Curriculum connection	Use
Autumn	Fiction	Varjak Paw – S. F. Said	Setting; suspense; character; vocabulary; inference	Stand-alone literary spine	Core novel
Autumn	Non-fiction	Rainforests, changing childhoods and classification – articles, accounts and information pages	Retrieve; summarise; compare past/present; technical vocabulary	History: children's lives. Geography: rainforests. Science: classification/states of matter	Text set / extracts
Autumn	Poetry	Animal and rainforest poetry – contemporary selection	Performance; sound pattern; imagery; vocabulary	Light link to rainforest learning	Poetry set
Spring	Fiction	The Boy at the Back of the Class – Onjali Q. Raúf	Viewpoint; motives; relationships; prediction; evidence	Stand-alone text supporting perspective and empathy	Core novel
Spring	Non-fiction	Anglo-Saxons, food journeys and sound/electricity – sources and explanations	Compare sources; sequence explanation; identify main ideas	History: Anglo-Saxons. Geography: food. Science: sound/electricity	Text set / extracts
Spring	Poetry	Performance poetry – Michael Rosen, Valerie Bloom and Joseph Coelho	Fluency; expression; rhythm; audience; effect	Deliberately stand-alone	Poetry set
Summer	Fiction	The Last Bear – Hannah Gold	Theme; environmental viewpoint; inference; authorial choice	Complements environmental learning without duplicating writing	Core novel
Summer	Non-fiction	Maya, rivers, habitats and food chains – articles, maps and diagrams	Synthesis; cause/consequence; evidence; summarise	History: Maya. Geography: rivers. Science: habitats/digestion/food chains	Text set / extracts
Summer	Poetry	Poetry of place – rivers, journeys and nature	Compare imagery and viewpoint; interpret and justify	Geography link plus broader nature poetry	Poetry set

Years 3/4 – 2027–28

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Autumn	Fiction	The Wild Robot – Peter Brown	Character change; vocabulary; inference; evidence across chapters	Geography: volcanoes. Science: skeletons, nutrition, rocks.	Core novel
Autumn	Non-fiction	Volcanoes, rocks and extreme environments – curated articles, diagrams and information texts	Technical vocabulary; cause/effect; retrieve and summarise across sections	Geography: Why do people live near volcanoes? Science: rocks	Text set / extracts
Autumn	Poetry	Landscape and nature poetry – Valerie Bloom, Joseph Coelho and selected classic poems	Performance; imagery; precise word choice; explain effect	Light thematic link to physical geography	Poetry set
Spring	Fiction	The Firework-Maker's Daughter – Philip Pullman	Motives; prediction; inference; vocabulary in context	Stand-alone literary breadth	Core novel
Spring	Non-fiction	Roman Britain and Antarctica – museum-style texts, historical sources and polar exploration articles	Compare sources; skim/scan; fact/opinion; summarise	History: Romans. Geography: Antarctica. Science: fossils/soils/light	Text set / extracts
Spring	Poetry	Narrative and imagery poetry – Ted Hughes and contemporary pairings	Figurative language; interpretation; performance; alternative readings	Stand-alone poetry progression	Poetry set
Summer	Fiction	Charlotte's Web – E. B. White	Theme; relationships; authorial choice; evidence; comparison	Stand-alone classic literature	Core novel
Summer	Non-fiction	Ancient Egypt, settlements and plants – curated information, maps and source extracts	Synthesis across formats; headings/diagrams; evidence; summarising	History: Ancient Egypt. Geography: settlements. Science: plants/forces/magnets	Text set / extracts
Summer	Poetry	Poetry of place and belonging – mixed anthology selection	Compare theme, voice and structure; justify response	Broadens reading diet	Poetry set

Years 5/6 – 2026–27

Whole-Class Guided Reading Curriculum Map

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Term	Strand	Core text / text set	Reading emphasis	Curriculum connection	Use
Autumn	Fiction	Skellig – David Almond	Ambiguity; inference; symbolism; vocabulary; evidence across chapters	Chosen to avoid The Explorer, used in writing	Core novel
Autumn	Non-fiction	Vikings, deserts and materials/plastic pollution – archaeology, explanation and journalism	Source reliability; compare accounts; summarise; technical vocabulary	History: Vikings. Geography: deserts. Science: materials/plastic pollution	Text set / extracts
Autumn	Poetry	Exploration, identity and place – Grace Nichols and contemporary poets	Voice; imagery; interpretation; performance	Broadens cultural and geographical perspectives	Poetry set
Spring	Fiction	The Girl of Ink & Stars – Kiran Millwood Hargrave	Prediction; clues; setting; viewpoint; authorial choice	Separate from Zoo and Everest writing units	Core novel
Spring	Non-fiction	Census/local history, rivers, space and climate – data-rich texts and articles	Integrate text/data; claim/evidence; synthesis; summary	History: census. Geography: rivers. Science: space/global warming/humans	Text set / extracts
Spring	Poetry	The Lost Words – Robert Macfarlane & Jackie Morris, with contrasting poems	Language precision; symbolism; compare viewpoints	Nature/environment link; distinct from writing poetry	Poetry set
Summer	Fiction	Cosmic – Frank Cottrell-Boyce	Humour; viewpoint; theme; inference; comparison	Conceptual echo of space; separate from Rose Blanche/The Malfeasance	Core novel
Summer	Non-fiction	Unheard histories, fieldwork, life cycles and circulation – biography, argument and science texts	Bias/viewpoint; evaluate evidence; complex summary	History: unheard histories. Geography: fieldwork. Science: life cycles/circulation	Text set / extracts
Summer	Poetry	Identity, voice and belonging – Joseph Coelho, Valerie Bloom and anthology texts	Compare perspective; theme; structure; justify interpretation	Broadens beyond curriculum topics	Poetry set

Years 5/6 – 2027–28

Whole-Class Guided Reading Curriculum Map

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Term	Strand	Core text / text set	Reading emphasis	Curriculum connection	Use
Autumn	Fiction	The Hobbit – J. R. R. Tolkien (selected chapters / sustained extracts)	Classic vocabulary; inference; setting; authorial craft; stamina	Separate from The Nowhere Emporium and Letters from the Lighthouse	Core extracts / novel
Autumn	Non-fiction	Tudor England, population, light and renewable energy – sources, graphs and journalism	Evaluate sources; integrate data; infer viewpoint; summarise	History: Tudors. Geography: population. Science: light/electricity	Text set / extracts
Autumn	Poetry	Classic and contemporary poetry on change and place – mixed selection	Figurative language; structure; comparison; performance	Classic/contemporary breadth	Poetry set
Spring	Fiction	The Boy in the Tower – Polly Ho-Yen	Tension; prediction; motives; theme; evidence	Separate from Lion Above the Door and The Arrival	Core novel
Spring	Non-fiction	WWII, oceans, forces and classification – testimony, journalism and explanations	Primary/secondary sources; reliability; viewpoints; technical vocabulary	History: WWII. Geography: oceans. Science: forces/classification	Text set / extracts
Spring	Poetry	The Highwayman – Alfred Noyes, paired with a modern narrative poem	Narrative structure; archaic vocabulary; imagery; comparison	Builds confidence with older poetry	Poetry set
Summer	Fiction	When the Sky Falls – Phil Earle	Theme; character change; historical setting; inference; evaluation	Historical fiction breadth; avoids Macbeth/Christmas Truce writing texts	Core novel
Summer	Non-fiction	Ancient Greece, energy, evolution and adaptation – argument, biography and scientific explanation	Synthesis; causal explanation; evaluate claims; precise summary	History: Ancient Greece. Geography: energy. Science: variation/adaptation/fossils	Text set / extracts
Summer	Poetry	The Listeners – Walter de la Mare, with modern poems on memory, identity and transition	Ambiguity; interpretation; comparison; authorial choice	Challenging end-of-KS2 sequence	Poetry set

Progression in Reading

Teacher Quick Reference

Reading behaviour	Years 3/4	Years 5/6
Fluency & vocabulary	Read increasingly unfamiliar texts accurately; use context and morphology; discuss word choices.	Read demanding syntax and vocabulary with appropriate prosody; explain nuance and deliberate word choice.
Retrieval & summary	Locate and combine relevant information; identify main ideas in sections.	Synthesise across paragraphs, chapters, sources and formats; distinguish central from supporting detail.
Inference	Explain feelings, motives and changes using evidence.	Track changing motives, ambiguity, symbolism and competing interpretations.
Authorial choice	Discuss vocabulary, imagery, organisation and simple effects.	Evaluate viewpoint, structure, narrative technique and how choices shape reader response.
Comparison	Compare characters, information and poems with clear evidence.	Compare treatment, reliability, style, theme and viewpoint across texts.
Discussion & response	Explain and justify ideas orally and in concise written responses.	Build, challenge and refine interpretations; select precise evidence for sustained responses.

Assessment. Use discussion, fluency observations, short evidence-based responses and occasional longer answers. Judge whether pupils can understand and discuss increasingly demanding texts rather than whether they can name a reading domain.

Adaptation. Maintain the shared text wherever possible. Support access through pre-teaching vocabulary, repeated reading, oral rehearsal, carefully chosen extracts and scaffolds; increase challenge through text complexity, independence, precision of evidence and depth of interpretation.

KS2 Reading Spine at a Glance

A broad literary and knowledge-rich diet across 2026-2028

Year	Autumn	Spring	Summer	Non-fiction curriculum links
Years 3/4 – 2026–27	FICTION: Varjak Paw – S. F. Said POETRY: Animal and rainforest poetry – contemporary selection	FICTION: The Boy at the Back of the Class – Onjali Q. Raúf POETRY: Performance poetry – Michael Rosen, Valerie Bloom and Joseph Coelho	FICTION: The Last Bear – Hannah Gold POETRY: Poetry of place – rivers, journeys and nature	Rainforests, changing childhoods and classification – articles, accounts and information pages • Anglo-Saxons, food journeys and sound/electricity – sources and explanations • Maya, rivers, habitats and food chains – articles, maps and diagrams
Years 3/4 – 2027–28	FICTION: The Wild Robot – Peter Brown POETRY: Landscape and nature poetry – Valerie Bloom, Joseph Coelho and selected classic poems	FICTION: The Firework-Maker's Daughter – Philip Pullman POETRY: Narrative and imagery poetry – Ted Hughes and contemporary pairings	FICTION: Charlotte's Web – E. B. White POETRY: Poetry of place and belonging – mixed anthology selection	Volcanoes, rocks and extreme environments – curated articles, diagrams and information texts • Roman Britain and Antarctica – museum-style texts, historical sources and polar exploration articles • Ancient Egypt, settlements and plants – curated information, maps and source extracts
Years 5/6 – 2026–27	FICTION: Skellig – David Almond POETRY: Exploration, identity and place – Grace Nichols and contemporary poets	FICTION: The Girl of Ink & Stars – Kiran Millwood Hargrave POETRY: The Lost Words – Robert Macfarlane & Jackie Morris, with contrasting poems	FICTION: Cosmic – Frank Cottrell-Boyce POETRY: Identity, voice and belonging – Joseph Coelho, Valerie Bloom and anthology texts	Vikings, deserts and materials/plastic pollution – archaeology, explanation and journalism • Census/local history, rivers, space and climate – data-rich texts and articles • Unheard histories, fieldwork, life cycles and circulation – biography, argument and science texts
Years 5/6 – 2027–28	FICTION: The Hobbit – J. R. R. Tolkien (selected chapters / sustained extracts) POETRY: Classic and contemporary poetry on change and place – mixed selection	FICTION: The Boy in the Tower – Polly Ho-Yen POETRY: The Highwayman – Alfred Noyes, paired with a modern narrative poem	FICTION: When the Sky Falls – Phil Earle POETRY: The Listeners – Walter de la Mare, with modern poems on memory, identity and transition	Tudor England, population, light and renewable energy – sources, graphs and journalism • WWII, oceans, forces and classification – testimony, journalism and explanations • Ancient Greece, energy, evolution and adaptation – argument, biography and scientific explanation

Resource note. Use class sets for sustained novels where appropriate; use curated extracts, reputable children's journalism, museum material, maps, diagrams, historical sources and anthologies for text-set units.

Curriculum alignment: Kapow-based History/Geography and White Rose-based Science planning for 2026-28.