



Holywell Primary School and Nursery Reading Curriculum

Reading at Holywell begins in the Early Years with a strong focus on language development, story and comprehension. In Nursery, Concept Cat is used to systematically develop children’s vocabulary, understanding and oracy, providing the foundations for later reading. In Reception, Read Write Inc. Talk Through Stories and Read Write Inc. Poetry underpin the reading curriculum, enabling children to engage with high-quality texts, develop story language and build early comprehension through talk, retelling and discussion. Alongside this, children are taught to read through a systematic synthetic phonics programme, Read Write Inc. Phonics (RWI), securing decoding, fluency and accuracy. Following completion of the phonics programme, pupils move into RWI comprehension, where they apply these skills to more complex texts and deepen understanding through structured questioning and discussion.

From Year 1 to Year 6, reading is taught through a coherently sequenced curriculum based on the CUSP literature spine. High-quality, carefully selected texts drive learning, ensuring pupils are exposed to a rich range of vocabulary, themes and perspectives. In Years 1 and 2, RWI phonics and RWI comprehension continue to be taught in addition to the CUSP reading curriculum, ensuring pupils consolidate decoding skills while developing fluency and understanding. The curriculum explicitly develops fluency, vocabulary and comprehension, enabling pupils to read with increasing accuracy, confidence and depth of understanding.

[CUSP English Sequence 2025-26](#)

Progression is carefully planned so that pupils move from early understanding and oral response to increasingly sophisticated reading behaviours, including retrieval, inference, explanation, analysis and evaluation. Through structured modelling, guided practice and independent application, pupils learn to interpret, discuss and respond thoughtfully to a wide range of texts.

	Autumn	Spring	Summer
Nursery	<p>Texts: I am Nefertiti, Home is where the birds sing, Favourite nursery rhymes, What happened to you, My Hair, Splash, My family and other families, The dot</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Words have meaning • Stories include characters and events • Rhymes and repetition support 	<p>Texts: The three little pigs, The Worrysaurus, All through the night, The way back home, The good egg</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Vocabulary can describe and explain • Stories can be talked about and 	<p>Texts: The same but different too, Do baby elephants suck their trunks, Tidy, Errol's garden, The extraordinary gardener, A great big cuddle, You choose fairy tales, Tiddler, The suitcase</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Language communicates ideas • Stories have a simple structure

	<p>language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Listen and respond to stories and rhymes • Join in with repeated phrases • Use new vocabulary in talk 	<p>retold</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use short phrases and simple sentences • Talk about events in order • Respond to simple questions 	<p>Skills:</p> <ul style="list-style-type: none"> • Speak in simple sentences • Retell simple events • Use vocabulary with increasing confidence
Reception	<p>Texts: What Makes me a me?, The Koala who could, The Lion Inside, Ruby’s Worry, The Squirrels who squabbled, Perfectly Norman, A Little Bit Brave, The invisible, Small’s Big Dreams, Clean up – Environment week, Pumpkin soup, Room on the Broom, Zog, Tiddler, Scarecrows Wedding, Stickman</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Stories have a beginning, middle and end • Sounds are represented by letters <p>Skills:</p> <ul style="list-style-type: none"> • Retell stories in sequence • Discuss characters and events • Begin to recognise sounds in words 	<p>Texts: Mr Wolf’s Pancakes – Pancake Day, Chicken Clicking – Internet safety day, One Snowy Night, The Owl who was afraid of the dark, Poetry – RWI Pancake, Farmer Duck, My must have mum – Mother’s Day, The extraordinary gardener, Poetry – RWI Easter</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Sentences communicate meaning • Basic punctuation supports understanding <p>Skills:</p> <ul style="list-style-type: none"> • Retell with increasing detail • Answer questions about texts • Recognise and read simple words 	<p>Texts: Martha Maps out, After the fall, George and the Dragon, Five minutes peace, Lost and Found, Love, Poetry RWI – Time to Shine, Poetry RWI – Brush Teeth</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Stories follow a clear structure • Vocabulary supports understanding <p>Skills:</p> <ul style="list-style-type: none"> • Retell and adapt stories • Explain simple ideas • Read simple sentences
Year 1	<p>Texts: Beegu; Where the Wild Things Are; The Storm Whale; The Owl and the Pussycat; Aesop’s Fables</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Stories have characters, settings and events • Vocabulary supports understanding <p>Skills:</p> <ul style="list-style-type: none"> • Retrieve simple information • Retell events in order 	<p>Texts: Peter Rabbit; Look Up!; And Tango Makes Three; Chocolate Cake</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Events can be sequenced and explained • Vocabulary choices affect meaning <p>Skills:</p> <ul style="list-style-type: none"> • Retrieve information • Sequence ideas clearly • Begin to make simple inferences 	<p>Texts: Here We Are; The Lion Inside; There’s a Rang-Tan in My Bedroom; The Hare and the Tortoise; The Proudest Blue</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Texts can carry themes and messages <p>Skills:</p> <ul style="list-style-type: none"> • Retrieve and explain information • Make simple inferences • Explain ideas using evidence

	<ul style="list-style-type: none"> • Answer questions about texts 		
Year 2	<p>Texts: Grandad’s Island; The Goose that Laid the Golden Eggs; Mrs Noah’s Pockets; Paddington; The Christmas Pine</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Characters have feelings and motivations • Texts are structured in different ways <p>Skills:</p> <ul style="list-style-type: none"> • Retrieve information • Infer simple meaning • Explain answers using evidence 	<p>Texts: The Quangle Wangle’s Hat; Coming to England; Street Beneath My Feet; The Rhythm of the Rain; The Sun and the Wind</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Vocabulary and structure support meaning <p>Skills:</p> <ul style="list-style-type: none"> • Retrieve and summarise • Infer meaning • Explain vocabulary in context 	<p>Texts: Little People Big Dreams; Fantastically Great Women; Fantastic Mr Fox</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Authors make choices to affect the reader <p>Skills:</p> <ul style="list-style-type: none"> • Retrieve, infer and explain • Justify answers using evidence
Year 3	<p>Texts: Greta and the Giants; The Pebble in My Pocket; Leon and the Place Between</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Authors make deliberate choices • Vocabulary can have multiple meanings <p>Skills:</p> <ul style="list-style-type: none"> • Retrieve information • Infer meaning • Explain using evidence 	<p>Texts: Sam Wu is Not Afraid; Operation Gadgetman</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Text structure supports understanding <p>Skills:</p> <ul style="list-style-type: none"> • Summarise ideas • Infer and explain meaning • Discuss vocabulary precisely 	<p>Texts: The Dancing Bear; The Magician’s Nephew</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Themes develop across a text <p>Skills:</p> <ul style="list-style-type: none"> • Explain and justify ideas • Use evidence clearly
Year 4	<p>Texts: The Queen’s Nose; The Raven; The Girl Who Stole an Elephant</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Texts vary by genre and purpose • Language choices influence meaning <p>Skills:</p> <ul style="list-style-type: none"> • Retrieve, infer and explain • Justify using evidence • Summarise accurately 	<p>Texts: Varjak Paw; Young Gifted and Black</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Authors use language and structure intentionally <p>Skills:</p> <ul style="list-style-type: none"> • Explain author choices • Summarise key ideas • Justify opinions with evidence 	<p>Texts: The Boy at the Back of the Class; Wind in the Willows</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Themes and context shape meaning <p>Skills:</p> <ul style="list-style-type: none"> • Analyse ideas within texts • Compare texts • Explain impact on the reader

Year 5	<p>Texts: Shackleton's Journey; The Explorer</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Authors develop viewpoint and perspective • Language choices shape meaning <p>Skills:</p> <ul style="list-style-type: none"> • Infer and explain meaning • Justify using evidence • Analyse language 	<p>Texts: Boy in the Tower; A Midsummer Night's Dream; I Am Not A Label</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Structure and organisation affect meaning <p>Skills:</p> <ul style="list-style-type: none"> • Analyse language and structure • Compare texts and ideas • Explain viewpoints clearly 	<p>Texts: Secrets of a Sun King; Five Children and It</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Themes and ideas develop across texts <p>Skills:</p> <ul style="list-style-type: none"> • Evaluate ideas • Justify interpretations • Compare across texts
Year 6	<p>Texts: Rooftoppers; Pig Heart Boy; How to Live Forever</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Authors manipulate language for effect • Themes can be interpreted in different ways <p>Skills:</p> <ul style="list-style-type: none"> • Analyse and explain • Justify interpretations • Use evidence precisely 	<p>Texts: Skellig; Empire Windrush; The Island</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Texts can contain deeper meaning and symbolism <p>Skills:</p> <ul style="list-style-type: none"> • Analyse and compare • Explain viewpoints • Use evidence to support interpretations 	<p>Texts: Oliver Twist extracts; Dare to Be You</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Language, structure and context shape meaning <p>Skills:</p> <ul style="list-style-type: none"> • Evaluate and critique texts • Compare across texts • Justify interpretations with precision