



Guided Reading – Curriculum Overview 2025 -2026

Following our recent project with Dr Wayne Tennent on developing guiding reading, we are implementing a phased introduction of a new guided reading curriculum. This document will be updated on a half-termly basis until completion in July 2026.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Picture text- The Leaf Thief by Alice Hemming The Scarecrow's Wedding by Julia Donaldson	Picture text				
1						
2	Picture text – Rosie's Walk by Pat Hutchins	Picture text -	Video text -			
3	Picture text – Where the Wild Things are by Maurice Sendak	Picture text -	Video text -			
4	Picture text – Gorilla by Anthony Browne	Picture text -	Video text -			

5	Picture text – The Sea Tiger by Victoria Turnbull	Picture text – Square by Mac Barnett	Video text -			
6	Picture text – Milo Imagines by Matt De La Pena	Picture text -	Video text -			

1. Looking – Establishing literal comprehension	2. Clueing – Connecting the text	3. Thinking – Considering knowledge, experiences and values
<ul style="list-style-type: none"> ● Explaining actions ● Explaining events ● Imagining characters ● Imagining settings ● Narrating 	<ul style="list-style-type: none"> ● Analyse characters or settings ● Exploring characters ● Making reasoned predictions ● Reasoning to describe characters ● Reasoning to describe setting 	<ul style="list-style-type: none"> ● Evaluating characters ● Exploring messages across texts ● Imagining or speculating beyond the story ● Justifying thinking ● Speculating

Curriculum outcome statements for comprehension in primary schools in England

Year 1 (5-6 years old)	Year 2 (6-7 years old)	Year 3 & 4 (7-9 years old)	Year 5 & 6 (9-11 years old)
<i>understand both the books that they can already read accurately and fluently and those that they listen to by:</i>		<i>understand what they read, in books they can read independently, by:</i>	<i>understand what they read by:</i>
checking that the text makes sense to them as they read, and correcting inaccurate reading	checking that the text makes sense to them as they read, and correcting inaccurate reading	checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
	answering and asking questions	asking questions to improve their understanding of a text	asking questions to improve their understanding
discussing the significance of the title and events			
drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher		
		identifying main ideas drawn from more than 1 paragraph and summarising these	summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
		identifying how language, structure, and presentation contribute to meaning	identifying how language, structure and presentation contribute to meaning