



Reception	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes	Friendship & Animals	Magic & Stars	Superhero	Traditional Tales	Growing	Seaside
Word Reading	Develop an u Children will acquire an in	understanding of environmer creased amount of graphem subj GPC. This may take place i	Throughout Rece ecognise relationship betwee ntal print to inform, advise an ne-phoneme correspondence ect skills and knowledge skil n both during teacher-led ac the provision as part of a bro Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: he, she, we	n the spoken and written we ad instruct Recognise words es (GPC) across the recepti Is and knowledge when rea trivities (e.g. 100% decodab bad and balanced EYFS pro Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: me, be, was, no	in print remain the same wh on year. It is important to en iding le Guided Reading and Sha	courage the application of
Comprehension	Listening to experience Focus on: Use prior knowledge, pictures and memorisation techniques (e.g. actions, repeated phrases etc) to repeat known rhymes, stories and texts	Discussing meaning a d readers modelling reading S	Throughout Rece f familiar stories and rhymes and purpose of environmenta and searching text and illus vocabulary d equence main events in a st anguage and vocabulary with Build on Previous Term & Focus on: Repeat and retell known rhymes, stories and texts previously heard Talk about texts and	Repeat, revisiting and rete al print Making connections trations to find directly relate levelopment ory using props / illustration	with own experiences ed information or answers E ns	xtending Language and Build on Previous Term & Focus on: Become familiar with and talk about several key stories Retell stories using illustrations and / or



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	previously heard Begin to match spoken to	experiences and prior knowledge	connect to own experiences and prior	characters and key events in stories	characters and key events in stories	props and discuss main characters •
	written words	Pick out the main	knowledge	Select a number of key	Select a number of key	Begin to compare characters
	Talk about texts and connect to own	characters and key events in stories	Pick out the main characters and key	events to retell a story	events to retell a story	
	experience		events in stories	Link and talk about ideas explicit from a	Link and talk about ideas explicit from a	Reread specific part of a text to check for
	Pick out the main characters and key		Select a number of key events to retell a story	text e.g. characters and events	text e.g. characters and events	meaning
	events in stories		Link and talk about	Make simple predictions	Make predictions about	Respond to questions by linking question to
	Sequence main events in a story using		ideas explicit from a text e.g. characters and	about characters and events	characters and events	answers explicitly stated in text or illustration
	props / illustrations		events	Reread specific part of a	Reread specific part of a text to check	
			Start to make simple predictions	text to check for meaning	for meaning.	
	Talk <i>about</i> books make m		Segment known graphem text features such as titles a of the text, e.g. illustrations a wor	nd pictures to indicate what and captions to help discuss	a text is about ions about books and chara	cters (when not decoding
	Building on Previous year and throughout Year R Focus on:	Build on Previous Term & Focus on: Read simple captions	Build on Previous Term & Focus on: Read simple captions	Build on Previous Term & Focus on: Read captions	Build on Previous Term & Focus on: Read captions	Build on Previous Term & Focus on: Read captions
Skills & Strategies	Recognise that words are constructed from phonemes (sounds) and that phonemes are	Recognising increased amount of high-	Recognise an increased amount of high- frequency words	Recognising increased amount of high-frequency words	Recognising increased amount of high- frequency words	Recognising increased amount of high-frequency words
	represented by graphemes (written letters)	frequency words Show an awareness of full stops	Show an awareness of full stops when reading	Show an awareness of full stops and question marks when reading	Show an awareness of full stops and question marks when reading Show an awareness of	Show an awareness of full stops and question marks when reading
	Recognising high- frequency words Self-correction using	when reading Self-correction using phonics Identify simple	Show an awareness of the difference between stories and information texts	Show an awareness of the difference between stories and	the difference between stories and information texts	Show an awareness of the difference between stories and information texts
	phonics first strategy	text features such as titles and pictures to indicate what the text is about	Choose reading materials and explain what the text is about and why they like it	information texts Choose reading materials and explain what the text is about and why they like it	Choose reading materials and explain what the text is about and why they like it	Choose reading materials and explain what the text is about and why they like it





			Use prior knowledge to help understanding Self-correction using phonics Read accuracy	Use prior knowledge to help understanding Self-correction using phonics Re-read sentence Read sentences accurately and fluently	Use prior knowledge to help understanding Self-correction using phonics Re-read sentence Read sentences accurately and fluently	Use prior knowledge to help understanding Self-correction using phonics Re-read sentence Read sentences accurately and fluently
Development Matters	Continue a rhyming string Hear and say the initial sound in words Segment the sounds in simple words and blend them together and know which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words and simple sentences	Use phonic Continue a rhyming string Hear and say the initial sound in words Segment the sounds in simple words and blend them together and know which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words and simple sentences	knowledge to decode regula Use vocabulary and forms of speech that are increasingly influenced by their experiences of books Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking with others about what they have read	accurately and fluently ar words and read them aloud Read phonically regular words of more than 1 syllable Read some common irregular words Use phonic knowledge to decode regular words and read them aloud accurately		Enjoy an increasing range of books Knows that information can be retrieved from books and computers Read many irregular but high frequency words Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary Demonstrate understanding when talking with others about what they have read Describe the main events in the simple stories they have
Terminology		digraph	, trigraph, blend, segment, g	  rapheme, phoneme, cover, t	l itle, page	read





Year 1	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes	Reading Breadth: Fairy Stories & Rhymes	Geography: Locality	Science: Animals inc. Humans	Reading Breadth: Traditional Tales & Poems	Reading Breadth: Stories & Poems	History: Living Memory Toys
	Respond speedily with the Read aloud accuratel	ge and skills as the route to ne correct sound to graphen accurately by blenc y decodable books that are	<ul> <li>decode words with increasines (letters or groups of lett ding sounds in unfamiliar working sounds in unfamiliar working</li></ul>		ead all capital letters and the nd many alternative sounds ave been taught read books to build up flue	s for graphemes Read
Word Reading	Build on Previous Year & Focus on: Read some common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Build on Previous Term & Focus on: Read <i>most</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Build on Previous Term & Focus on: Read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Build on Previous Term & Focus on: Read <i>most</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Build on Previous Term & Focus on: Read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Build on Previous Term & Focus on: Read some common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
		Lin Recognise	k what they read or hear re and join in with predictable Recite by heart	evel beyond that at which th ad to their own experiences phrases with increased cor	fidence	
Comprehension	Build on Previous Year & Focus on: Become familiar with several key fairy stories, retelling them and considering their particular characteristics Draw on what they already know or on background information and vocabulary provided by the teacher	Build on Previous Term & Focus on: Become familiar with stories, retelling them and considering their particular characteristics Discuss significant events in stories Predict what might happen on the basis of what has been read so	Build on Previous Term & Focus on: Become familiar with stories, retelling them and considering their particular characteristics Make inferences on the basis of what is being said and done	Build on Previous Term & Focus on: Become familiar with several key traditional tales, retelling them and considering their particular characteristics Make inferences on the basis of what is being said and done	Build on Previous Term & Focus on: Become familiar with several key stories and poems, retelling them and considering their particular characteristics Make inferences on the basis of what is being	Build on Previous Term & Focus on: Become familiar with stories, retelling them and considering their particular characteristics Check that the text makes sense to them as they read and correcting inaccurate reading





Biclius word meanings on dink new meanings these already known Predict what might happen on the basis of what has been read so far         Apply the following reading strategies with increasing independence: Use a phonics first approach for decoding unfamiliar words and practicing known graphemes Blend known graphemes when reading words Segment known graphemes when reading words Segment known graphemes when reading words Identify simple text features such as lifes and potures to indicate with at text is about Talk about books (when not decoding) make matings may have a such as lifes and potures to indicate with at text is about Identify simple text features such as titles and potures to indicate write a such as lifes and potures to indicate write a such as lifes and potures to indicate write a such as lifes and potures to indicate write a such as lifes and potures to indicate write a such as lifes and potures to Build on Previous Tark about books (when not decoding) Discuss prior knowledge of context         Build on Previous Term & Focus on: Read simple captions Read simple captions Read simple captions Read simple captions Read simple captions as to as titles and potures information and poticy         Build on Previous Term & Focus on: Read simple captions Read simple caption Read simple caption Read simple caption materials and explain what meterion to capital laters to satis seriences, lui stops information Make simple predictions         Build on Previous Term & Focus on: Read simple capiton materials and explain what the text is about and why they like it the difference between stores, information Make simple predictions         Build on Previous Term & Focus on: Read sentences, lui stops and question marks.         Build on Previous Term & Focus on: Read sentences and question marks.         Buil		
Skills & Strategies       Build on previous Year & Focus on: Show an awareness of full stops when reading       Build on Previous Term & Focus on: Read simple captions ad simple captions such as titles and pictures to indicate what the text is about       Build on Previous Term & Focus on: Read simple captions of context       Build on Previous Term & Focus on: Read simple captions       Build on Previous Term & Focus on: Read sintereased and question marks. Discuss prior kn	and link new meanings to those already known       Predict what might happen on the basis of what has been read so far       Predict what might happen on the basis of what has been read so far       Apply the following reading strategies with increasing independence: Use a phonics first approach for decoding unfamiliar words and practicing known graphemes Blend known graphemes when reading words Segment known graphemes when reading words Identify simple text features such as titles and pictures to indicate what a text is about Talk about books (when not decoding) make meaning from visual features of the text, e.g. illustrations and captions to help discussions (decoding) Develop reading accuracy decodable text Self-correction including re-reading words	
"Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.	Skills & Strategies       Build on previous Year & Focus on: Show an awareness of full stops when reading       Build on Previous Term & Focus on: Read subut with stops when reading       Build on Previous Term & Focus on: Read subut with stops when reading       Build on Previous Term & Focus on: Read subut with stops when reading       Build on Previous Term & Focus on: Read subut with attention to capital letters to start amount of high- frequency words       Build on Previous Term & Focus on: Read aloud with attention to capital letters to start sentences, full stops and question marks.       Build on Previous Term & Focus on: Read aloud with attention to capital letters to start sentences, full stops and question marks.       Build on Previous Term & Focus on: Read aloud with attention to capital letters to start sentences, full stops and question marks.       Build on Previous Term & Focus on: Read aloud with attention to capital letters to start sentences, full stops and question marks.       Build on Previous Term & Focus on: Read aloud with attention to capital letters to start sentences, full stops and question marks.       Build on Previous Term & Focus on: Read aloud with attention to capital letters to start sentences, full stops and question marks.       Build on Previous Term & Focus on: Read aloud with attention to capital letters to start sentences, full stops and question marks.       Build on Previous Term & Focus on: Read aloud with attention and poetry         Show an awareness of the difference between stories, information information materials and explain what the text is about and why they like it understanding       Show an awareness of the difference between stories, information Make simple predictions       Build on Previous Term & Focus on: Read alout with the text is about and why they like it	n: ess text titles dicate bout to ding using nce es





		1a draw on knowledge of vocabulary to understand texts 1d make inferences from the text								
Content Domains*	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1e predict what might happen on the basis of what has been read so far	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1e predict what might happen on the basis of what has been read so far	1d make inference 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1e predict what might happen on the basis of what has been read so far	ces from the text 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1e predict what might happen on the basis of what has been read so far	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1e predict what might happen on the basis of what has been read so far	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1d make inferences from the text				
	1d make inferences from the text	1d make inferences from the text	1c identify and explain the sequence of events in texts 1d make inferences from	1d make inferences from the text	1c identify and explain the sequence of events in texts 1d make inferences from					
			the text		the text					
Terminology				nd throughout Year 1 focus on the contraction, blend, predic						





Year 2	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes	Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Reading Breadth: Traditional Tales & Poetry: Contemporary	Science: Living Things Habitats / Plants	History: Events Beyond Living Memory – Fire of London	Reading breadth: Stories and Plays & Poetry - Contemporary
Word Reading	Continue to build up a	ress views about a wide rar Discuss their repertoire of poems learnt is the basis of what is being s Build on Previous Term & Focus on: Decoding automatically and build fluency Read some common exception words Read most words containing common suffixes -er -est	independ r favourite words and phrase by heart, appreciating these said and done across the bo Dept Build on Previous Term & Focus on: Sound out most unfamiliar words accurately, without undue hesitation Read accurately most words of two or more syllables Read most common exception words Read most words accurately without overt sounding and blending	assic poetry, stories and nor dently es using some of them in the and reciting some, with ap pook and drawing on other book and drawing on other book book and drawing on other book <b>Build on Previous</b> <b>Term &amp; Focus on:</b> Explain what has happened so far in what they have listened to or read Discuss the sequence of events in books and how many items of information are related Understand many non- fiction books that are structured in different ways	eir writing propriate intonation to make	e the meaning clear
Comprehension Co						e the meaning clear ng on from YR1 Greater
	Build on Previous Year & Focus on: Recognise and read <i>many</i> common exception words	Build on Previous Term & Focus on: Recognise and read	Build on Previous Term & Focus on: Recognise and read	Build on Previous Term & Focus on: Recognise and read	Build on Previous Term & Focus on: Recognise and read	Build on Previous Term & Focus on: Recognise and read





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	Read sentences with	many common exception words	most common exception words	most common exception words	all common exception words with	all common exception words with
		exception words	exception words	words		
	increasing accuracy and	Read sentences with	Read a range of texts	Read a range of texts	automaticity	automaticity
	fluency	increasing accuracy and	with increasing accuracy	with increasing accuracy	Read a range of texts	Read a range of texts
	Self-correction words	fluency	and fluency	and fluency	with increasing	with increasing accuracy
	Self-correction words		and intericy		accuracy and fluency	and fluency
	Read aloud with attention	Self-correction words	Self-correction,	Self-correction,	accuracy and nuency	
	to punctuation, including		including re- reading	including re -reading	Self-correction,	Self-correction, including
	full stops, question,	Read aloud with	and reading ahead	and reading ahead	including re- reading	re- reading and reading
	exclamation	attention to punctuation,	and reading arread	3	and reading ahead	ahead
	and intonation	including full stops,	Re-reading sentences	Look for specific	and reading anead	
		question, exclamation	for clarity	information in texts	Talk about book	Talk about book
		and intonation	for clarity	using contents and	preferences	preferences
				glossaries		
				Identify and use taxt	Identify how texts are	
				Identify and use text features, e.g. titles,	organised, e.g. lists,	
				headings and pictures,	numbered points, tables	
				to locate and	and bullet points	
				understand specific		
				information		
				Re-reading sentences		
				for clarity		
		Apply th		es with increasing independent	ence:	
			Building on phonics subje			
	Lico a range	a of stratagios to make mas	Connect prior knowl	nces, including knowledge c	f phonics word roots word	familias
	Use a lange			cabulary to find out what the		i la l'inco
			Connect prior know			
				neuge to context		
	Build on Previous	Build on Previous	Build on Previous	Build on Previous	Build on Previous	Build on Previous
	Year & Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:
Skills &	Show an awareness of full	Read with attention full	Read simple captions	Read aloud with	Read aloud with	Show an awareness
Strategies	stops when reading	stops when reading	Recognise an increased	attention to capital	attention to capital	of full stops
			amount of high-	letters to start	letters to start	when reading
	Identify simple text features	Discuss prior knowledge	frequency words	sentences, full stops	sentences, full stops	
	such as titles and pictures	of context		and question marks.	and question marks	Identify simple text
	to indicate what the text is		Show an awareness of			features such as titles
	about	Deepen understanding	full stops when reading	Discuss prior knowledge	Discuss prior	and pictures to indicate
		of story through Book	Show an awareness of	of context	knowledge of context	what the text is about to
	Show an awareness of the	Talk of illustrations	the difference between	Deenen understere die	Deepen understere d	help understanding
	difference between stories,		stories and information	Deepen understanding	Deepen understanding of story through Book	Self-correction using
	information and poetry	Show an awareness of	texts	of story through Book Talk of illustrations	Talk of illustrations	phonics
						1





		the difference between stories, information and poetry Understand how captions can give information Make simple predictions	Self-correction using phonics	Make simple predictions	Understand how captions can give information Make simple predictions	Re-read sentence Read sentences accurately and fluently
	*Content dom	ains are not the entire Natio	Read accuracy nal Curriculum. They are bro	 had headings under which s	kills have been arouned for	assessment
		1	a draw on knowledge of voc 1d make inferenc	abulary to understand texts es from the text		
Content Domains*	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1e predict what might happen on the basis of what has been read so far	<ul> <li>1a draw on knowledge of vocabulary to understand texts</li> <li>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</li> <li>1d make inferences from</li> </ul>	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1d make inferences from the text	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1d make inferences from the text	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1d make inferences from the text
	1d make inferences from the text	the text 1e predict what might happen on the basis of what has been read so far		the text		
Terminology			ilding on Previous Year and phoneme, syllable, sequence			







Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes	Reading Breadth: Stories and Plays & Poetry - Different Forms	Reading Breadth: Fairy Stories & Poetry - Different Forms	Reading Breadth: Stories & Poetry – Different Forms	Science: Forces & Magnets / Rocks	History: Egyptians	Reading Breadth: Stories and Plays & Poetry
Word Reading	Apply growing knowledge of read further	exception words, noting the	meaning of r unusual correspondences	new words between spelling and sound	d, and where these occur in	
	•Draw inferences Build on Previous Year & Focus on:	Listen to and discuss a wi Participate in discussion a Use dictionaries such as inferring characters	ding on Previous Year and de range of fiction, poetry, p bout both books that are rea to check the meaning of m s' feelings, thoughts and mo amiliarity with a wide range Build on Previous Term & Focus on:	plays, non-fiction and refere ad to them and those they c any unknown words that th otives from their actions, and	nce books or textbooks can read for themselves ey have read d justifying many inferences	with evidence Build on Previous Term & Focus on:
Comprehension	Increase their familiarity with a wide range of books Identify simple themes and conventions in an increasing range of books Discuss some words and phrases that capture the reader's interest and	Increase their familiarity with a wide range of books, including fairy stories Identify simple themes and conventions in an increasing range of books	Increase their familiarity with a wide range of stories Use dictionaries to check the meaning of many unknown words that they have read Predict what might	Read a range of books that are structured in different ways and read for a range of purposes Identify how language, structure and presentation contribute to meaning Check that the text	Read a range of books that are structured in different ways and read for a range of purposes Identify simple themes and conventions in an increasing range of books	Increase their familiarity with a wide range of books Identify simple themes and conventions in an increasing range of books Discuss some words and
	imagination Recognise some different forms of poetry [for example, free verse, narrative poetry] Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence Recognise some different forms of poetry [for example, free verse, narrative poetry] Prepare short poems to read aloud and to perform, showing some	happen from details stated and some which are implied Recognise some different forms of poetry [for example, free verse, narrative poetry] Ask some questions to improve their understanding of a text Prepare short poems to read aloud and to perform, showing some	Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context Predict what might happen from details stated and some which are implied Retrieve and record some information from non-fiction	Discuss some words and phrases that capture the reader's interest and imagination Identify how language and structure contribute to meaning Retrieve and record some information from non-fiction	phrases that capture the reader's interest and imagination Recognise some different forms of poetry [for example, free verse, narrative poetry] Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action





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		understanding through	understanding through							
		intonation, tone, volume	intonation, tone, volume							
		and action	and action							
			Building on phonics subje	ct skills and knowledge	•					
	Connect prior knowledge with context									
		Locate and discu	uss words and pre taught vo	cabulary to find out what th	e text is about					
Use	e a range of strategies to n	nake meaning from words a	and sentences, including bui	lding on knowledge of phor	nics, word roots, text organis	sation and prior knowledge				
			of cont							
			ad a range of texts with incre							
		Develop flu	ent and enthusiasm for read	ding and read widely and fro	equently					
			Develop views about what							
		Develop p	positive attitudes to reading	and understanding of what	is read					
Bu	ild on Previous Year & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:				
R	Recognise and read all	Recognise and read	Recognise and read	Recognise and read	Recognise and read all	Recognise and read all Year 3&4 Word List				
	ar 3&4 Word List words	most Year 3&4 Word	many Year 3&4 Word	many Year 3&4 Word	Year 3&4 Word List	Year 3&4 Word List words with automaticity				
	with automaticity	List words	List words	List words	words with automaticity	words with automaticity				
	maradiomationy				wordo maradomatory	Read aloud with				
Re	ead aloud with attention	Read aloud with	Read aloud using	Read aloud using	Enhance understanding	attention to punctuation,				
	punctuation, including	attention to punctuation,	punctuation to aid	punctuation to aid	in information text	including full stops,				
	full stops, question,	including full stops,	expression including	expression including	through, e.g. illustration,	question, exclamation				
Strategies	xclamation and speech	question, exclamation	speech	speech	photographs, diagrams	and speech marks and				
	marks and intonation	and speech marks and	opecen	opecen	and charts	intonation				
		intonation	Self-correction, including	Self-correction,		Intonation				
		Re-reading sentences	re- reading and reading	including re- reading	Skim to gain an					
		for clarity	ahead	and reading ahead	overview of a text,e.g.					
		for oldiny	anoda		topic, purpose					
				Skim to gain an						
				overview of a text, e.g.	Look for specific					
				topic, purpose	information in texts					
					using contents,					
				Identify different	indexes, glossaries,					
				purposes of texts, e.g. to	dictionaries					
				inform, instruct, explain						
				Read short information						
				texts independently with						
				concentration						
	*Content domai	ns are not the entire Nation	al Curriculum. They are broa		kills have been grouped for	assessment.				
			2a give / explain the mean							
Contont			record information / identify							
Content		2d make inferences	from the text / explain and	ustity interences with evide	nce from the text					
Domains*			<u> </u>							
	f identify / explain how	2d make inferences	2e predict what might	2e predict what might	2f identify / explain how	2f identify / explain how				
	information / narrative	from the text / explain	happen from details	happen from details	information / narrative	information / narrative				
	content is related and	and justify inferences	stated and implied	stated and implied	content is	content is				





	contributes to meaning as	with evidence from			related and contributes	related and contributes
	a whole	the text	2a give / explain the	2f identify / explain how	to meaning as a whole	to meaning as a whole
			meaning of words in	information / narrative		
	2h make comparisons	2h make comparisons	context	content is related and	2h make comparisons	2h make comparisons
	within the text	within the text		contributes to meaning	within the text	within the text
				as a whole		
	2g identify / explain how				2g identify / explain how	2g identify / explain how
	meaning is enhanced			2a give / explain the	meaning is enhanced	meaning is enhanced
	through choice of words			meaning of words in	through choice of words	through choice of words
	and phrases			context	and phrases	and phrases
				2b retrieve and record		
				information/ identify key		
				details from fiction		
				and non-fiction		
Terminology				d throughout Year 3 focus o		
renninology		root word, prefix, suffix,	, theme, convention, intonat	ion, tone, volume, action, re	hearse, perform, present	





Year 4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
Themes	Reading Breadth: Stories & Poetry - Different Forms	Science: Living Things/Habitats/ Animals/Humans	History: Vikings	Reading Breadth: Myths and Legends & Poetry - Different Forms	Reading Breadth: Stories and Plays & Poetry - Different Forms	Geography: Europe	
Word Reading	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the words						
Comprehension	Liste Co Draw inferences	Build on to and confidently discuss onfidently participate in disc Begin to use more complex such as inferring characters	ing on Previous Year and s a wide range of fiction, po ussion about both books the dictionaries to check the m s' feelings, thoughts and mo	throughout Year 4 focus betry, plays, non-fiction and at are read to them and tho beaning of many unknown we betives from their actions, and	<b>on:</b> reference books or textbool se they read independently	<s with evidence</s 	





		Confidently retrieve and	Confidently retrieve and	understanding through	Recognise a range of	
		record information from	record information from	intonation, tone,	poetic forms [for	
		non-fiction	non-fiction	volume and action	example, free verse,	
					narrative poetry]	
				Recognise a range of		
				poetic forms [for		
				example, free verse,		
				•		
			Duilding on phonics outline	narrative poetry]		
			Building on phonics subje			
		Leaste and disc.	Connect prior knowle			
	the summer of starts size to a		iss words and pre taught vo			- tion and a sign for such a days
	Use a range of strategies to r	hake meaning from words a			ics, word roots, text organi	sation and prior knowledge
		Dec	of cont			
			ad a range of texts with incre			
		Develop fit	ent and enthusiasm for read		equently	
		<b>D</b>	Develop views about what			
			positive attitudes to reading	and understanding of what		
	Build on Previous Year &	Build on Previous	Build on Previous	Build on Previous	Build on Previous	Build on Previous
	Focus on:	term & Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:
	Recognise and read Year	Recognise and read	Recognise and read	Recognise and read Year 3&4 Word List	Recognise and read	Recognise and read
	3&4 Word List	Year 3&4 Word List	Year 3&4 Word List	Teal 304 Word List	Year 3&4 Word List	Year 3&4 Word List
				Read aloud with		
	Read aloud using	Read aloud using	Skim to gain the gist of a	attention to and	Read aloud with	Enhance understanding
	punctuation to aid	punctuation to aid	text or the main idea in a	increasing range of	attention to and	in information text
	expression including	expression including	chapter	punctuation, including	increasing range of	through, e.g. illustration,
Skills &	speech	speech		full stops, question,	punctuation, including	photographs, diagrams
		-	Scan for specific	exclamation and speech	full stops, question,	and charts
Strategies	Self-correction, including	Self-correction,	information using a	marks and intonation	exclamation and	
	re- reading and reading	including re- reading	variety of features in		speech marks and	Look for specific
	ahead	and reading ahead	texts, e.g. titles,	Re-reading sentences	intonation	information in texts using
	anead	and reading arread	illustrations, pre taught	for clarity	Intonation	
		Skim to goin on				contents, indexes,
		Skim to gain an	vocabulary, bold print,			glossaries, dictionaries
		overview of a	captions, bullet points			
		text, e.g. topic, purpose				Identify different
			Identify how texts are			purposes of texts, e.g. to
		Read short information	organised,e.g. lists,			inform, instruct, explain,
		texts independently with	numbered points,			persuade, recount
		concentration	diagrams with arrows,			
			tables and bullet points			Skim to gain the gist of a
		Identify how texts differ				text or the main idea in a
		in purpose, structure	Identify and use text			chapter
		and layout	features, e.g. titles,			• • • •
		-	headings and pictures,			
		Identify different	to locate and			
		purposes of texts, e.g.	understand specific			





						1
		to inform, instruct,	information			
		explain, persuade,				
		recount	Look for specific			
			information in texts			
			using contents, indexes,			
			glossaries, dictionaries			
			-			
			Re-reading sentences			
			for clarity			
	*Content doma	ins are not the entire Nation	onal Curriculum. They are br	oad headings under which s	kills have been grouped for	assessment.
				aning of words in context		
		2b retrieve a		ify key details from fiction an	d non-fiction	
	2e predict what might	2e predict what might	2f identify / explain how	2d make inferences from	2f identify / explain how	2f identify / explain
	happen from details	happen from details	information / narrative	the text / explain and	information / narrative	how information /
	stated and implied	stated and implied	content is related and	justify inferences with	content is related and	narrative content is
	-		contributes to meaning	evidence from the text	contributes to meaning	related and
_	2a give / explain the	2f identify / explain	as a whole		as a whole	contributes to
Content	meaning of words in	how information /		2h make comparisons		meaning as a whole
Domains*	context	narrative content is	2d make inferences from	within the text	2h make comparisons	-
Domanio		related and	the text / explain and		within the text	2h make comparisons
		contributes to	justify inferences with			within the text
		meaning as a whole	evidence from the text		2g identify / explain how	
		Ũ			meaning is enhanced	2g identify / explain
		2a give / explain the	2c summarise main		through choice of words	how meaning is
		meaning of words in	ideas from more than		and phrases	enhanced through
		context	one paragraph			choice of words and
			••••• P •••••9•••P ••			phrases
Torminology		. В	uilding on Previous Year and	d throughout Year 4 focus or	ו:	• • • •
Terminology				on, tone, volume, action, rel		





Year 5	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2			
Themes	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range	Science: Space	History: Victorians	Geography: North and South America/World	Reading Breadth: Myths and Legends. Plays & Poetry Wider Range	Reading Breadth: Modern Fiction & Poetry – Wider Range			
Word Reading	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words								
Comprehension	With occasional prompting, Build on Previous Year & Focus on: Increase their familiarity with a wide range of books, including books from other cultures and traditions Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Identify and discuss themes and conventions in and across a wide range of writing Identify, discuss and evaluate the difference between literal and	Read and discu Recommend books in L draw inferences such as int Build on Previous Year & Focus on: Read books that are structured in different ways and read for a range of purposes Make comparisons within and across books e.g. plot, genre and theme Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Predict what might happen from details stated and implied Identify how language,	Build on Previous Term & Focus on: Make comparisons within and across books e.g. plot, genre and theme Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main	r, plays, non-fiction and refe peers, giving simple reason ppropriate poetry by heart thoughts and motives from <b>Build on Previous</b> <b>Term &amp; Focus on:</b> Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Identify and discuss themes and conventions in and across a wide range of writing Identify how language, structure and presentation contribute to meaning Identify, discuss and evaluate the difference	rence books s for their choices their actions, and justifying Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including myths and legends Identify and discuss themes and conventions in and across a wide range of writing Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views With occasional	inferences with evidence Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including modern fiction Make comparisons within and across books e.g. plot, genre and them Predict what might happen from details stated and implied Participate in discussions about books that are read to them and those they can read for themselves Ask questions to improve their understanding			
	figurative language, commenting on the effectiveness of the author's language to create mood and build tension	structure and presentation contribute to meaning	ideas Identify how language, structure and	between literal and figurative language, commenting on the effectiveness of the author's language to	prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their	Prepare poems to read aloud and to perform, showing understanding through intonation, tone			





	and the impact on the reader Provide reasoned justifications for their views Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Retrieve, record and present some information from fiction and non- fiction Distinguishing between statements of fact and opinion	presentation contribute to meaning With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	create mood and build tension and the impact on the reader Provide reasoned justifications for their views	actions, and justifying inferences with evidence Provide reasoned justifications for their views Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	and volume so that the meaning is clear to an audience
		Buildi	ng on Previous year and t	hroughout Year 5 Focus	on:	
	Use a range of strategies to r					text organisation and prior
		5	knowledge o		····, ···, ···, ···,	
		Re	ad extended texts independ	dently for sustained periods		
			elf-correction, including re-re			
	Use a range of strategies		ds and sentences, including		rd roots, word families, text	organisation and prior
	5 5	5	knowledge			5
		Rea	ading widely and frequently		า	
	Build on Previous Year &	Build on Previous	Build on Previous	Build on Previous	Build on Previous	Build on Previous
	Focus on:	Year & Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:
	Recognise and read all	Recognise many Year	Recognise and read	Recognise and read all	Recognise and read	Recognise and read
	Year 5&6 Word List words	5&6 Word List words	most Year 5&6 Word List	Year 5&6 Word List	most Year 5&6 Word	many Year 5&6 Word
	with automaticity	with automaticity	words with automaticity	words with automaticity	List words with	List words with
Skills &	5		2		automaticity	automaticity
Strategies	Read closely, annotating	Identify how punctuation	Use a range of	Identify features of texts,	,	ç
	for specific purposes	relates to sentence	strategies for skimming,	e.g. introduction to topic,	Identify how	Identify how punctuation
		structure and how	e.g. finding key words or	sequence, illustrations,	punctuation relates to	relates to sentence
	Identify how punctuation	meaning is constructed	phrases, gist, main	degree of formality	sentence structure and	structure and how
	relates to sentence	in complex sentences	ideas, themes		how meaning is	meaning is constructed
	structure and how meaning			Use information on-	constructed in complex	in complex sentences
	is constructed in complex	Through discussion and	Identify features of texts,	screen and on paper	sentences	
	sentences	read aloud,	e.g. introduction to topic,			Through discussion and
		demonstrate how an	sequence, illustrations,	Read closely,	Through discussion	read aloud, demonstrate
	Through discussion and	understanding of	formality through	annotating for specific	and read aloud,	how an understanding of
	read aloud, demonstrate	sentence structure and	language choices	purposes	demonstrate how an	sentence structure and
	how an understanding of	punctuation help make			understanding of	punctuation help make
	sentence structure and	meaning	Finding the main idea of	Use a range of	sentence structure and	meaning
	punctuation help make		a text	strategies for skimming,	punctuation help make	
	meaning	Connecting prior		e.g. finding key words or	meaning	Connecting prior





		knowledge and textual	Use information on-	phrases, gist, main		knowledge and textual			
	Use a range of strategies	information to make	screen and on paper	ideas, themes	Read closely,	information to make			
	for skimming, e.g. finding	inferences and		,	annotating for specific	inferences and			
	key words or phrases, gist,	predictions	Read closely,		purposes	predictions			
	main ideas, themes	·	annotating for specific						
	·····, · · · · · · · ·	Scan to find specific	purposes		Use a range of	Read closely, annotating			
		details using graphic			strategies for skimming,	for specific purposes			
		and textual organisers,			e.g. finding key words				
		e.g. sub-headings,			or phrases, gist, main				
		diagrams etc			ideas,				
		0			themes				
		Use information on-							
		screen and on paper							
	*Content domains a	are not the entire Nationa	al Curriculum. They are bro		skills have been grouped	I for assessment.			
			2a give / explain the mea						
			nd record information / identi						
	2d make inferences from the text / explain and justify inferences with evidence from the text								
	2h make comparisons	2e predict what might	2f identify / explain how	2f identify / explain how	2d make inferences from	2e predict what might			
	within the text	happen from details	information / narrative	information / narrative	the text / explain and	happen from details			
	Or identify / evolution have	stated and implied	content is	content is	justify inferences with evidence from the text	stated and implied			
	2g identify / explain how meaning is enhanced	2h make comparisons	related and contributes to meaning as a whole	related and contributes to meaning as a whole	evidence from the text	2h make comparisons			
	through choice of words	within the text	to meaning as a whole	to meaning as a whole	2h make comparisons	within the text			
Content	and phrases	within the text	2c summarise main	2h make comparisons	within the text				
Domains*	and privases	2f identify / explain	ideas from more than	within the text	within the text				
Domains		how information /	one paragraph						
		narrative content is	ono paragraph	2g identify / explain how					
		related and	2h make comparisons	meaning is enhanced					
		contributes to	within the text	through choice of words					
		meaning as a whole		and phrases					
		5	2d make inferences from	·					
			the text /						
			explain and justify						
			inferences with evidence						
			from the text						
			uilding on Previous Year and						
Terminology	tigurative la	nguage, (reasoned) justifi	cation, justify, fact, opinion,	debate, metaphor, simile, ar	nalogy, imagery, style, effec	t, compare			





Year 6	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2			
Themes	Reading Breadth: Modern Fiction & Poetry Wider Range	Reading Breadth: Literary Heritage Plays & Poetry Wider Range	Geography: Coasts	Science: Evolution and Inheritance	History: War	Reading Breadth: Traditional Tales and Poetry Wider Range			
Word Reading	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words								
Comprehension	Draw inference Build on Previous Year & Focus on: Increase their familiarity with a wide range of books, including modern fiction Make comparisons within and across books e.g. plot, genre and theme Predict what might happen from details stated and implied Ask questions to improve their understanding Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Participate in discussions	read and discuss a ra Recommend books of thes such as inferring charact Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including fiction from our literary heritage Identify and discuss themes and conventions in and across a wide range of writing Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Provide reasoned justifications for their views Participate in	ing on Previous Year and inge of fiction, poetry, plays that they have read to their ters' feelings, thoughts and Increase their familiarity with Learn a wider range Build on Previous Term & Focus on: Identify and discuss themes and conventions in and across a wide range of writing Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Provide reasoned justification for their views Identify how language, structure and presentation contribute to meaning Explain and discuss their understanding of	, non-fiction and reference b peers, giving simple reason motives from their actions, th a wide range of books	Build on Previous Term & Focus on: Read books that are structured in different ways and read for a range of purposes Make comparisons within and across books e.g. plot, genre and theme Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Predict what might happen from details stated and implied Retrieve, record and present information	th evidence Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including traditional tales Identify and discuss themes and conventions in and across a wide range of writing Discuss and evaluate the how authors use language, including figurative language considering the impact on the reader Provide reasoned justification for their views Explain and discuss			
	about books that are read to them and those they can read for themselves,	discussions about books that are read to them and those they can read for themselves, building	what they have read, including through formal presentations and debates, maintaining a	structure and presentation contribute to meaning	from non-fiction Identify how language, structure and	their understanding of what they have read, including through formal			





	building on their own and others' ideas and challenging views	on their own and others' ideas and challenging views Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	focus on the topic and using notes where necessary	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views	presentation contribute to meaning	presentations and debates, maintaining a focus on the topic and using notes where necessary Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
		Recogni Make meaning from word	ng on Previous year and t ise and read all Year 5&6 W ds and sentences, including Make meaning from Make meaning by drawir creasingly complex texts ind Find the main idea of a	/ord List words with automa knowledge of phonics, word text organisation ng on prior knowledge ependently for sustained pe	ticity d roots, word families,	
	Build on Previous Year & Focus on: Recognise all Year 5&6 Word List words with automaticity	Build on Previous Term & Focus on: Recognise <i>all Year 5&amp;6</i> <i>W</i> ord List words with automaticity	Consolidate and embed all skills not secured and focus on: Recognise <i>all Year 5&amp;6</i> <i>W</i> ord List words with automaticity	Build on Previous Term & Focus on: Recognise all Year 5&6 Word List words with automaticity	Build on Previous Term & Focus on: Recognise all Year 5&6 Word List words with automaticity	Consolidate and embed all skills not secured and focus on: Recognise all Year 5&6 Word List words with automaticity
Skills & Strategies	Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences Read closely, annotating for specific purposes Connecting prior knowledge and textual information to make inferences and predictions	Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity Secure responses through re- reading and cross-check information Read closely, annotating for specific purposes Use a range of	Read closely, annotating for specific purposes Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main	Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity Use a range of strategies for finding and locating information e.g. skimming scanning for detail Summarising a text Secure responses and	Identify how punctuation relates to sentence structure and how meaning is constructed in multi- clause sentences Read closely, annotating for specific purposes Use a range of strategies for finding and locating information e.g. skimming scanning	Read closely, annotating for specific purposes Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make
		strategies for skimming, e.g. finding key words or phrases, gist, main	ideas, themes	understanding through re-reading and cross- check information	for detail	meaning







		ideas, themes		Read closely, annotating for specific purposes	Connecting prior knowledge and textual information to make inferences and predictions	Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes
Content Domains*	*Content domains and 2e predict what might happen from details stated and implied 2h make comparisons within the text	2b retrieve and	Curriculum. They are broa 2a give / explain the mean d record information / identif from the text / explain and 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases	ning of words in context y key details from fiction ar		for assessment. 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases
Terminology	figurative la		ding on Previous Year and ation, justify, fact, opinion, d	throughout Year 6 focus or	n: nalogy, imagery, style, effect	, compare