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| **Reception** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Texts** | A Great Big Cuddle poetry book Poetry Michael Rosen / Chris The Owl and the Pussy Cat Poetry Edwards Leah / Victoria Ball The Tiger who Came to Tea Fiction Judith Kerr Harper Lost and Found Fiction Oliver Jeffers Mr Big Fiction Ed Vere DoggerFiction Shirley Hughes | A Pocket Full of Space Poems Poetry John Foster / Korky Paul Frances The Lost Stars Fiction Hannah Cumming How to Catch a Star Fiction Oliver Jeffers HarperCollins Beegu Fiction Alexis Deacon  | Here Come the Superheroes: Raps and Rhymesto Save the GalaxyPoetry Neal Zetter / Chris White Superbat Fiction Matt CarrMy Mum is a Supermum Fiction Angela McAllister / Alex T. Smith Newspaper Boy and Origami Girl Fiction Michael Foreman Andersen George Saves the World by Lunchtime Fiction Dr Jo Readman / Ley Honor Roberts | Red Riding Hood Small Book Fiction McGraw Hill The Three Little Pigs Small BookFiction McGraw Hill   | National Geographic: Seed to Plant Non-fiction National Geographic Kids It Starts with a Seed Poetry Laura Knowles / Jennie Webber Oliver’s Vegetables Fiction Vivian French / Alison Bartlett Hodder Kate, Who Tamed the Wind Fiction Liz Garton Scanlon | Seashore: 1 Non-fiction Lucy Bowman / Patrizia Donaera A First Book of the Sea Poetry Nicola Davies / Emily Sutton The Sea Saw Fiction Tom Percival Three by the Sea Fiction Mini Grey  |
| **Themes** | **Friendship &****Animals** | **Stars & Space** | **Superheroes** | **Traditional Tales** | **Growing** | **Seaside** |
| **Word****Reading** | **Throughout Reception Focus On**:Recognise relationship between the spoken and written wordDevelop an understanding of environmental print to inform, advise and instruct Recognise words in print remain the same when repeatedChildren will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when readingwords containing taught GPC. This may take place in both during teacher-led activities (e.g. 100% decodable Guided Reading and Shared Reading books) and across the provision as part of a broad and balanced EYFS provision. |
| Understand 1:1 correspondence of each spoken word to a written word separated by a spaceLeft to right direction of printRecognise words in print remain the same when repeated\*Teach high frequency words for reading: is, it, in, at, and, the | **Build on Previous Term & Focus on:****\*Secure previous unit high frequency words and teach:**I, no, go, to | **Build on Previous Term & Focus on:****\*Secure previous unit high frequency words and teach:**he, she, we | **Build on Previous Term & Focus on:****\*Secure previous unit high frequency words and teach:**me, be, was, no | **Build on Previous Term & Focus on:****\*Secure previous unit high frequency words and teach:**my, they, her, all, are | **Build on Previous Term & Focus on:****\*Secure previous unit high frequency words and teach:**have, like, some, come, you, were, little, one, all, do, when, out what |
| **Comprehension** | **Throughout Reception Focus On:**Recall of familiar stories and rhymes Repeat, revisiting and retell storiesDiscussing meaning and purpose of environmental print Making connections with own experiencesListening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers Extending Language and vocabulary developmentSequence main events in a story using props / illustrationsUse story language and vocabulary with accompanying actions to retell stories |
| **Focus on:**Use prior knowledge, pictures and memorisation techniques (e.g. actions, repeated phrases etc) to repeat known rhymes, stories and texts previously heardBegin to match spoken to written wordsTalk about texts and connect to own experiencePick out the main characters and key events in storiesSequence main events in a story usingprops / illustrations | **Build on Previous Term & Focus on:**Repeat and retell known rhymes, stories and texts previously heardTalk about texts and connect to own experiences and prior knowledgePick out the main characters and key events in stories | **Build on Previous Term & Focus on:**Repeat and retell known rhymes, stories and texts previously heardTalk about texts and connect to own experiences and prior knowledgePick out the main characters and key events in storiesSelect a number of key events to retell a storyLink and talk about ideas explicit from a text e.g. characters and eventsStart to make simple predictions | **Build on Previous Term & Focus on:**Talk about texts and connect to own experiences and prior knowledgePick out the main characters and key events in storiesSelect a number of key events to retell a storyLink and talk about ideas explicit from a text e.g. characters and eventsMake simple predictions about characters and eventsReread specific part of a text to check for meaning | **Build on Previous Term & Focus on:**Talk about texts and connect to own experiences and prior knowledgePick out the main characters and key events in storiesSelect a number of key events to retell a storyLink and talk about ideas explicit from a text e.g. characters and eventsMake predictions about characters and eventsReread specific part of a text to checkfor meaning. | **Build on Previous Term & Focus on:**Become familiar with and talk about several key storiesRetell stories using illustrations and / or props and discuss main characters Begin to compare charactersReread specific part of a text to check for meaningRespond to questions by linking question to answers explicitly stated in text or illustration |
| **Skills & Strategies** | Book Handling skills – holding the book the correct way and turning pages Looking at each page in order and following top to bottom, left to right direction of printUse a phonics first approach for decoding unfamiliar words and practicing known graphemes Blend known graphemes together when reading wordsSegment known graphemes when decoding wordsIdentify simple text features such as titles and pictures to indicate what a text is aboutTalk *about* books make meaning from visual features of the text, e.g. illustrations and captions to help discussions about books and characters (when not decoding words) |
| **Building on Previous year and throughout Year R Focus on:**Recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters)Recognising high-frequency wordsSelf-correction using phonics first strategy | **Build on Previous Term & Focus on:**Read simple captionsRecognising increased amount of high-frequency wordsShow an awareness of full stopswhen readingSelf-correction using phonics Identify simple text features such astitles and pictures to indicate what the text is about | **Build on Previous Term & Focus on:**Read simple captionsRecognise an increased amount of high-frequency wordsShow an awareness of full stopswhen readingShow an awareness of the differencebetween stories and information textsChoose reading materials and explain what the text is about and why they like itUse prior knowledge to help understandingSelf-correction using phonicsRead accuracy | **Build on Previous Term & Focus on:**Read captionsRecognising increased amount ofhigh-frequency wordsShow an awareness of full stops andquestion marks when readingShow an awareness of the differencebetween stories and information textsChoose reading materials and explain what the text is about and why they like itUse prior knowledge to help understandingSelf-correction using phonicsRe-read sentenceRead sentences accurately and fluently | **Build on Previous Term & Focus on:**Read captionsRecognising increased amount of high-frequency wordsShow an awareness of full stops and question marks when readingShow an awareness of the differencebetween stories and information textsChoose reading materials and explain what the text is about and why they like itUse prior knowledge to help understandingSelf-correction using phonicsRe-read sentenceRead sentences accurately and fluently | **Build on Previous Term & Focus on:** Read captionsRecognising increased amount ofhigh-frequency wordsShow an awareness of full stops and question marks when readingShow an awareness of the difference between stories and information textsChoose reading materials and explain what the text is about and why they like itUse prior knowledge to help understandingSelf-correction using phonicsRe-read sentenceRead sentences accurately and fluently |
| **Development****Matters** | Use phonic knowledge to decode regular words and read them aloud accurately. |
| Continue a rhyming string Hear and say the initial sound in wordsSegment the sounds in simple words and blend them together and know which letters represent some of themLink sounds to letters, naming and sounding the letters of the alphabetBegin to read words and simple sentences | Continue a rhyming string Hear and say the initial sound in wordsSegment the sounds in simple words and blend them together and know which letters represent some of themLink sounds to letters, naming and sounding the letters of the alphabetBegin to read words and simple sentences | Use vocabulary and forms of speech that are increasingly influenced by their experiences of booksRead and understand simple sentencesUse phonic knowledge to decode regular words and read them aloud accuratelyRead some common irregular wordsDemonstrate understanding when talking with others about what they have read | Read phonically regular words of more than 1 syllableRead some common irregular wordsUse phonic knowledge to decode regular words and read them aloud accurately | Enjoy an increasing range of booksKnow that information can be retrieved from books and computersRead many irregular but high frequency wordsUse phonic, semantic and syntactic knowledge to understand unfamiliar vocabularyDemonstrate understanding when talking with others about what they have readDescribe the main events in the simple stories they have read | Enjoy an increasing range of booksKnows that information can be retrieved from books and computersRead many irregular but high frequency wordsUse phonic, semantic and syntactic knowledge to understand unfamiliar vocabularyDemonstrate understanding when talking with others about what they have readDescribe the main events in thesimple stories they have read |
| **Terminology** | digraph, trigraph, blend, segment, grapheme, phoneme, cover, title, page |

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| **Year 1** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Texts** | Toys and Games (Ways into History) Non-fictionSally HewittToys (Popcorn: In the Past) Non-fiction Dereen Taylor Now We Are Six (Winnie-the-Pooh – Classic Editions)Poetry A.A. Milne Lost in the Museum: An Adventure: 1 Fiction David Lucas Walker The Teddy Robber Fiction Ian Beck  | The Owl And The Pussycat: An anthology of poems that every child should readPoetry Helen Mort / Valeria Valenza Goldilocks and Just the One Bear Fiction Leigh Hodgkinson Fairy Tales: Goldilocks and the Three Bears(Nosy Crow Fairy Tales)Fiction Ed Bryan Mr Wolf’s Pancakes Fiction Jan Fearnley  | Farms and Villages (Your Local Area)Non-fiction Joanna Brundle Our Local Area (Ways into Geography) Non-fiction Louise Spilsbury Out and About: A First Book of Poems: 1 Poetry Shirley Hughes The Shopping Basket Fiction John Burningham Six Dinner Sid Fiction Inga Moore  | Poems to Perform: A Classic Collection Chosen by the Children's LaureatePoetry Julia Donaldson / Clare Melinski Deep in the Woods Fiction Christopher Corr No Dinner!: The Story of the Old Woman andthe PumpkinFiction Jessica Souhami The Leopard's Drum: An Asante Tale fromWest AfricaFiction Jessica Souhami  | Let’s Explore the Five Senses Non-fiction Candice Ransom Let’s Explore the Sense of Touch Non-fiction Candice Ransom Lerner Little Kids First Big Book of Animals (NationalGeographic Kids)Non-fiction Catherine D. Hughes Something Smells! Fiction Blake Liliane Hellman The Lion Inside Fiction Rachel Bright / Jim Field | Poems Out Loud!: First Poems to Read and PerformPoetry Ladybird Mrs Armitage on Wheels Fiction Quentin BlakeCan’t You Sleep Little Bear Fiction Martin Waddell Peace at Last Fiction Jill Murphy  |
| **Themes** | **History: Living Memory Toys**  | **Reading Breadth: Fairy Stories & Rhymes** | **Geography: Locality** | **Reading Breadth:****Traditional Tales & Poems** | **Science:****Animals inc. Humans** | **Reading Breadth:****Stories & Poems** |
| **Word****Reading** | **Throughout Year 1 Focus on:**Read words containing taught GPCsRead other words of more than one syllable that contain taught GPCsApply phonic knowledge and skills as the route to decode words with increasing accuracy and fluencyRead all capital letters and the days of the weekRespond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemesRead accurately by blending sounds in unfamiliar words containing GPCs that have been taughtRead aloud accurately decodable books that are consistent with their developing phonic knowledgeRe-read books to build up fluency and confidenceRead words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) |
| **Build on Previous Year & Focus on:**Read some common exception words, noting unusualcorrespondences between spellingand sound and where these occur in the wordTeach –s, –es endings | **Build on Previous Term & Focus on:**Read some common exception words, noting unusualcorrespondences between spellingand sound and where these occur in the wordReinforce –s, –es endings and teach – er endings | **Build on Previous Term & Focus on:**Read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the wordReinforce –s, –es, – er endings and teach –ing endings | **Build on Previous Term & Focus on:**Read most common exception words, noting unusual correspondences between spellingand sound and where these occur in the wordReinforce –s, –es, – er, – ing endings and teach –ed endings | **Build on Previous Term & Focus on:**Read all common exception words,noting unusual correspondencesbetween spelling and sound and where these occur in the wordReinforce –s, –es, – er, – ing, -ed endings and teach –est endings | **Build on Previous Term & Focus on:**Read all common exception words,noting unusual correspondencesbetween spelling and sound andwhere these occur in the wordReinforce –s, –es, – er, – ing, -ed,and – est endings |
| **Comprehension** | **Throughout Year 1 Focus on:**Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independentlyLink what they read or hear read to their own experiencesRecognise and join in with predictable phrases with increased confidenceRecite by heart many poemsParticipate in discussion and explain clearly about what is read to them, taking turns and listening to what others sayMake inferences on the basis of what is being said and done |
| **Build on Previous Year & Focus on:**Become familiar with stories, retelling them and considering their particular characteristicsCheck that the text makes sense to them as they read and correcting inaccurate reading | **Build on Previous Term & Focus on:**Become familiar with several key fairy stories, retelling them and considering their particular characteristicsDraw on what they already know or on background information andvocabulary provided by the teacherDiscuss word meanings and link new meanings to those already knownPredict what might happen on the basis of what has been read so far | **Build on Previous Term & Focus on**:Become familiar with stories, retelling them and considering theirparticular characteristicsDiscuss significant events in storiesPredict what might happen on the basis of what has been read so far | **Build on Previous Term & Focus on:**Become familiar with several key traditional tales, retelling them and considering their particular characteristicsMake inferences on the basis of what is being said and done | **Build on Previous Term & Focus on:**Become familiar with stories, retelling them and considering theirparticular characteristicsMake 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 particularcharacteristicsMake inferences on the basis of what is being said and done |
| **Skills & Strategies** | **Apply the following reading strategies with increasing independence:**Use a phonics first approach for decoding unfamiliar words and practicing known graphemesBlend known graphemes when reading wordsSegment known graphemes when reading wordsIdentify simple text features such as titles and pictures to indicate what a text is aboutTalk 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 textSelf-correction including re-reading wordsIdentify and locate pre-taught vocabularyRe read sentences for fluency |
| **Build on Previous Year & Focus on:**Show an awareness of full stops when readingIdentify simple text features such as titles and pictures to indicate what the text is about | **Build on Previous Term & Focus on:**Show an awareness of full stops when readingIdentify simple text features such as titles and pictures to indicate what the text is aboutShow an awareness of the difference between stories, information and poetry | **Build on Previous Term & Focus on:**Read with attention full stops when readingDiscuss prior knowledge of contextDeepen understanding of story through Book Talk of illustrationsShow an awareness of the difference between stories,information and poetryUnderstand how captions can giveinformationMake simple predictions | **Build on Previous Term & Focus on:**Read aloud with attention to capital letters to start sentences, fullstops and question marks.Discuss prior knowledge of contextDeepen understanding of story through Book Talk of illustrationsMake simple predictions | **Build on Previous Term & Focus on:**Read aloud with attention to capital letters to start sentences, full stops and question marksDiscuss prior knowledge of contextDeepen understanding of story through Book Talk of illustrationsUnderstand how captions can giveinformationMake simple predictions | **Build on Previous Term & Focus on:**Read aloud with attention to capital letters to start sentences, fullstops and question marks.Discuss prior knowledge of contextDeepen understanding of story through Book Talk of illustrationsMake simple predictions |
| **Content** **Domains\*** | \*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.1a draw on knowledge of vocabulary to understand texts1d make inferences from the text |
| 1b identify / explain key aspects offiction and non-fiction texts, such ascharacters, events, titles andinformation1d make inferences from the text | 1b identify / explain key aspects offiction and non-fiction texts, such ascharacters, events, titles andinformation1e predict what might happen on thebasis of what has been read so far1d make inferences from the text | 1b identify / explain key aspects offiction and non-fiction texts, such ascharacters, events, titles andinformation1e predict what might happen on thebasis of what has been read so far1d make inferences from the text | 1b identify / explain key aspects offiction and non-fiction texts, such ascharacters, events, titles andinformation1e predict what might happen on thebasis of what has been read so far1d make inferences from the text | 1b identify / explain key aspects offiction and non-fiction texts, such ascharacters, events, titles andinformation1e predict what might happen on thebasis of what has been read so far1c identify and explain the sequenceof events in texts1d make inferences from the text | 1b identify / explain key aspects offiction and non-fiction texts, such ascharacters, events, titles andinformation1e predict what might happen on thebasis of what has been read so far1c identify and explain the sequenceof events in texts1d make inferences from the text |
| **Terminology** | Building on Previous Year and throughout Year 1 focus on:grapheme, phoneme, spit vowel digraph, contraction, blend, predict, title, event |

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| **Year 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Texts** | The Sea Book Non-fiction Charlotte Milner Sharks and Other Sea Creatures: Full of Fun Facts and ActivitiesNon-fiction DK A First Book of the Sea Poetry Nicola Davies / Emily Sutton One World 30th Anniversary Special Edition Fiction Michael Foreman  | The Owl And The Pussycat: An anthology of poems that every child should readPoetryHelen Mort / Valeria ValenzaThe Glassmaker’s DaughterFictionDianne Hofmeyr / Jane RayThe Secret of the Tattered Shoes FictionJackie MorrisOnce Upon a Wild WoodFictionChris Riddell | National Trust: How to Help a hedgehog and Protect a Polar BearNon-fiction Jess French It Starts with a Seed Poetry Laura Knowles / Jennie Webber Grandpa’s Garden Fiction Stella Fry The Flower (Child’s Play Library) Fiction John Light / Lisa Evans  | Revolting Rhymes PoetryRoald DahlThe Wolf’s Story: What Really Happened to Little Red Riding HoodFictionToby Forward / Izhar CohenThe True Story of the Three Little Pigs FictionJohn ScieszkaThe Three Little Wolves and the Big Bad PigFictionEugene Trivizas / Helen Oxenbury | Why do we Remember? The Great Fire ofLondonNon-fiction Izzi Howell The Great Fire of London Anniversary Edition Non-fiction Emma Adams / James WestonThe Baker’s Boy and the Greta Fire of London Fiction Tom Bradman / Tony Bradman /Andy CatlingThe Great Fire A City in Flames Fiction Anne Turnbull  | The Works: Every Poem You Will Ever Need atSchoolPoetry Paul Cookson George’s Marvellous Medicine Poetry Roald Dahl The Owl Who Was Afraid of the Dark Fiction Jill Tomlinson / Paul Howard The Tunnel Fiction Anthony Browne |
| **Themes** | **Geography:****UK – Rivers and Seas** | **Reading Breadth: Fairy Stories & Poetry - Classics** | **Science:****Living Things Habitats / Plants** | **Reading Breadth:****Traditional Tales & Poetry: Contemporary** | **History:****Events Beyond Living Memory – Fire of London** | **Reading breadth: Stories and Plays & Poetry****- Contemporary** |
| **Word****Reading** | **Throughout Year 2 Focus on:**Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independentlyDiscuss their favourite words and phrases using some of them in their writingContinue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear•Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) |
| **Build on Previous Year & Focus on:**Apply and embedded phonic knowledge and skills as the route to decodeRead some common exception wordsRead most words containing common suffixes - ly | **Build on Previous Term & Focus on:**Decoding automatically and build fluencyRead some common exception wordsRead most words containing common suffixes -er -est | **Build on Previous Term & Focus on:**Explain what has happened so far in what they have listened to or readDiscuss the sequence of events in books and how many items of information are relatedUnderstand many non-fiction books that are structured in different ways | **Build on Previous Term & Focus on:**Sound out most unfamiliar words accurately, without undue hesitationRead accurately most words of two or more syllablesRead most common exception wordsRead most words accurately without overt sounding and blending | **Build on Previous Term & Focus on:**Discuss their favourite words and phrases using some of them in their writingMake some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)Understand many non-fiction books that are structured in different ways | **Build on Previous Term & Focus on:**Demonstrate familiarity with and retell a wide range of stories and playsDiscuss their favourite words and phrases using some of them in their writingShow good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher |
| **Comprehension** | **Throughout Year 2 Focus on:**Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independentlyDiscuss their favourite words and phrases using some of them in their writingContinue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clearMake some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) |
| **Build on Previous Year & Focus on:**Recognise and read *many* common exception wordsRead sentences with increasing accuracy and fluencySelf-correction wordsRead aloud with attention to punctuation, including full stops, question, exclamation*and* intonation | **Build on Previous Term & Focus on:**Recognise and read *many* common exception wordsRead sentences with increasing accuracy and fluencySelf-correction wordsRead aloud with attention to punctuation, including full stops, question, exclamation*and* intonation | **Build on Previous Term & Focus on:**Recognise and read *most* common exception wordsRead a range of texts with increasing accuracy and fluencySelf-correction, including re -reading and reading aheadLook for specific information in texts using contents and glossariesIdentify and use text features, e.g. titles, headings and pictures, to locate and understand specific informationRe-reading sentences for clarity | **Build on Previous Term & Focus on:**Recognise and read *most* common exception wordsRead a range of texts with increasing accuracy and fluencySelf-correction, including re- reading and reading aheadRe-reading sentences for clarity | **Build on Previous Term & Focus on:**Recognise and read *all* common exception words with automaticityRead a range of texts with increasing accuracy and fluencySelf-correction, including re- reading and reading aheadTalk about book preferencesIdentify how texts are organised, *e.g. lists, numbered points, tables and bullet points* | **Build on Previous Term & Focus on:**Recognise and read *all* common exception words with automaticityRead a range of texts with increasing accuracy and fluencySelf-correction, including re- reading and reading aheadTalk about book preferences |
| **Skills & Strategies** | Apply the following reading strategies with increasing independence:Building on phonics subject skills and knowledgeConnect prior knowledge with contextUse a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word familiesLocate and discuss words and pre taught vocabulary to find out what the text is aboutConnect prior knowledge to context |
| **Build on Previous Year & Focus on:**Show an awareness of full stops when readingIdentify simple text features such as titles and pictures to indicate what the text is aboutShow an awareness of the difference between stories, information and poetry | **Build on Previous Term & Focus on:**Read with attention full stops when readingDiscuss prior knowledge of contextDeepen understanding of story through Book Talk of illustrationsShow an awareness of the difference between stories, information and poetryUnderstand how captions can give informationMake simple predictions | **Build on Previous Term & Focus on:**Read aloud with attention to capital letters to start sentences, full stops and question marks.Discuss prior knowledge of contextDeepen understanding of story through Book Talk of illustrationsMake simple predictions | **Build on Previous Term & Focus on:**Read simple captionsRecognise an increased amount of high-frequency wordsShow an awareness of full stops when readingShow an awareness of the difference between stories and information textsChoose reading materials and explain what the text is about and why they like itUse prior knowledge to help understandingSelf-correction using phonicsRead accuracy | **Build on Previous Term & Focus on:**Read aloud with attention to capital letters to start sentences, full stops and question marksDiscuss prior knowledge of contextDeepen understanding of story through Book Talk of illustrationsUnderstand how captions can give informationMake simple predictions | **Build on Previous Term & Focus on:**Show an awareness of full stopswhen readingIdentify simple text features such as titles and pictures to indicate what the text is about to help understandingSelf-correction using phonicsRe-read sentenceRead sentences accurately and fluently |
| **Content****Domains\*** | \*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.1a draw on knowledge of vocabulary to understand texts1d make inferences from the text |
| 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1e predict what might happen on the basis of what has been read so far1d make inferences from the text | 1a draw on knowledge of vocabulary to understand texts1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1d make inferences from the text 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 information1c identify and explain the sequence of events in texts1d make inferences from the text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1d make inferences from the text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1d make inferences from the text | 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information1d make inferences from the text |
| **Terminology** | Building on Previous Year and throughout Year 2 focus on:grapheme, phoneme, syllable, sequence, structure, predict, discuss, question |

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| **Year 3** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Texts**  | Forces in Action: Balance, Motion and Levers Non-fiction Rob Colson My Book of Rocks and Minerals: Things to Find, Collect and Treasure Non-fiction Dr Devin Dennie The Wild Robot FictionPeter Brown The Robot and the Bluebird Fiction David Lucas Andersen The Tin Forest Fiction Helen Ward / Wayne Anderson  | Hot Like Fire and Other Poems Poetry Valerie Bloom / Debbie Lush Varjak Paw Fiction S.F. Dave Said / Dave McKean Charlotte’s Web Fiction E.B. White Leon and the Place Between Fiction Angela Mcallister / GrahamBaker-Smith | Rivers (World Feature Focus) Non-fiction Rebecca Kahn Rivers and Mountains (Transforming Earth’sGeography)Non-fiction Joanna Brundle King of the Cloud Forests Fiction Michael Morpurgo Where the Mountain Meets the Moon Fiction Grace Lin  | Fire Burn, Cauldron Bubble Poetry Paul Cookson / Eilidh Muldoon The Princess and the Pea Fiction Lauren Child / Polly Borland The Snow Queen Fiction Sarah Lowes / Miss Clara The Princess Blankets Fiction Carol Ann Duffy / Catherine Hyde  | The Ancient Egyptians: Clever Ideas andInventions from Past Civilisations (The Genius of)Non-fiction Sonya Newland Life in Ancient Egypt: History Essentials Non-fiction Angela McDonald / Ruth Owen Cinderella of the Nile (One Story Many Voices) Fiction Beverley Naidoo Secrets of the Sun King Fiction Emma Carroll  | Welcome to my Crazy Life Poetry Joshua Seigal / Chris Piascik Harry the Poisonous Centipede Fiction Lynne Reid Banks / Tony Ross Pippi Longstocking Fiction Astrid Lindgren Stig of the Dump Fiction Clive King / Edward Ardizzone  |
| **Themes** | **Science:****Forces & Magnets / Rocks** | **Reading Breadth:****Stories & Poetry -Different****Forms** | **Geography:****Mountains and Rivers** | **Reading Breadth:****Fairy Stories & Poetry -****Different Forms** | **History:****Egyptians** | **Reading Breadth:****Stories and Plays & Poetry****- Different Forms** |
| **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 wordsRead further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |
| **Comprehension** | **Building on Previous Year and throughout Year 3 focus on:**Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksParticipate in discussion about both books that are read to them and those they can read for themselvesUse dictionaries to check the meaning of many unknown words that they have readDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying many inferences with evidenceIncrease their familiarity with a wide range of books and retell some of these orally |
| **Build on Previous Year & Focus on:**Read a range of books that are structured in different ways and read for a range of purposesIdentify how language, structure andpresentation contribute to meaningCheck that the text makes sense to them, discuss theirunderstanding and explain the meaning of some words in contextPredict what might happen from details stated and some which are impliedRetrieve and record some information from non-fiction | **Build on Previous Term & Focus on:**Increase their familiarity with awide range of storiesUse dictionaries to check the meaning of many unknown words that they have readPredict what might happen fromdetails stated and some which areimpliedRecognise some different forms ofpoetry [for example, free verse, narrative poetry]Ask some questions to improvetheir understanding of a textPrepare short poems to read aloud and to perform, showingsome understanding through intonation, tone, volume and action | **Build on Previous Term & Focus on:**Read a range of books that arestructured in different ways andread for a range of purposesIdentify how language andstructure contribute to meaningIdentify main ideas drawn frommore than one paragraph andsummarise theseDraw inferences such as inferringcharacters’ feelings, thoughts andmotives from their actions, andjustifying many inferences withevidenceRetrieve and record some information from non-fiction | **Build on Previous Term & Focus on:**Increase their familiarity with awide range of books, including fairystoriesIdentify simple themes andconventions in an increasing rangeof booksDraw inferences such as inferringcharacters’ feelings, thoughts and motives from their actions, and justifying many inferences withevidenceRecognise some different forms ofpoetry [for example, free verse,narrative poetry]Prepare short poems to read aloud and to perform, showingsome understanding throughintonation, tone, volume and action | **Build on Previous Term & Focus on:**Read a range of books that arestructured in different ways andread for a range of purposesIdentify simple themes andconventions in an increasing range of booksDiscuss some words and phrases that capture the reader’s interestand imaginationIdentify how language andstructure contribute to meaningRetrieve and record some information from non-fiction | **Build on Previous Term & Focus on:**Increase their familiarity with awide range of booksIdentify simple themes andconventions in an increasing rangeof booksDiscuss some words and phrasesthat capture the reader’s interestand imaginationRecognise some different forms ofpoetry [for example, free verse,narrative poetry]Prepare short plays to read aloud and to perform, showing someunderstanding through intonation,tone, volume and action |
| **Skills & Strategies** | Building on phonics subject skills and knowledgeConnect prior knowledge with contextLocate and discuss words and pre taught vocabulary to find out what the text is aboutUse a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of contextRead a range of texts with increasing accuracy and fluencyDevelop fluency and enthusiasm for reading and read widely and frequentlyDevelop views about what is read with supportDevelop positive attitudes to reading and understanding of what is read |
| **Build on Previous Year & Focus on:**Recognise and read many Year 3&4 Word List wordsRead aloud using punctuation toaid expression including speechSelf-correction, including re-reading and reading aheadSkim to gain an overview of a text,e.g. topic, purposeIdentify different purposes of texts, e.g. to inform, instruct,explainRead short information texts independently with concentration | **Build on Previous Term & Focus on:**Recognise and read many Year 3&4 Word List wordsRead aloud using punctuation toaid expression including speechSelf-correction, including re-reading and reading ahead | **Build on Previous Term & Focus on**:Recognise and read most Year 3&4Word List wordsSkim to gain an overview of a text,e.g. topic, purposeIdentify how texts are organised,e.g. lists, numbered points, diagrams with arrows, tables and bullet pointsLook for specific information intexts using contents, indexes, glossaries, dictionariesIdentify and use text features, e.g.titles, headings and pictures, to locate and understandspecific informationRe-reading sentences for clarity | **Build on Previous Term & Focus on:**Recognise and read most Year 3&4Word List wordsRead aloud with attention topunctuation, including full stops,question, exclamation andspeech marks and intonationRe-reading sentences for clarity | **Build on Previous Term & Focus on:**Recognise and read all Year 3&4 Word List words with automaticityEnhance understanding ininformation text through, e.g.illustration, photographs, diagramsand chartsSkim to gain an overview of a text,e.g. topic, purposeLook for specific information intexts using contents, indexes, glossaries, dictionaries | **Build on Previous Term & Focus on:**Recognise and read all Year 3&4 Word List words with automaticityRead aloud with attention topunctuation, including full stops,question, exclamation and speech marks and intonation |
| **Content****Domains\*** | \*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.2a give / explain the meaning of words in context2b retrieve and record information / identify key details from fiction and non-fiction2d make inferences from the text / explain and justify inferences with evidence from the text |
| 2e predict what might happen fromdetails stated and implied2f identify / explain howinformation / narrative content is related and contributes to meaningas a whole2a give / explain the meaning ofwords in context2b retrieve and record information/ identify key details from fiction and non-fiction | **Build on Previous Term & Focus on:**2e predict what might happen fromdetails stated and implied2a give / explain the meaning ofwords in context | **Build on Previous Term & Focus on:**2c summarise main ideas frommore than one paragraph2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2d make inferences from the text /explain and justify inferences withevidence from the text | **Build on Previous Term & Focus on**:2d make inferences from the text /explain and justify inferences withevidence from the text2h make comparisons within the text | **Build on Previous Term & Focus on:**2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2h make comparisons within the text2g identify / explain how meaning isenhanced through choice of wordsand phrases | **Build on Previous Term & Focus on:**2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2h make comparisons within the text2g identify / explain how meaning isenhanced through choice of wordsand phrases |
| **Terminology** | Building on Previous Year and throughout Year 3 focus on:root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present |

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| **Year 4** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Texts** | Habitats (Science Skills Sorted) Non-fiction Anna Claybourne The World of Whales: Get to Know the Giantsof the OceanNon-fiction Darcy Dobell, Little Gestalten,Becky ThornsWild World Poetry Angela McAllister /Hvass&HannibalWild in the Streets: 20 Poems of City Animals Poetry Marilyn Singer / Mr. GordyWhen the Mountains Roared Fiction Jess Butterworth / Rob Biddulph Why the Whales Came Fiction Michael Morpurgo  | Where Zebras Go Poetry Sue Hardy DawsonThe Girl Who Stole and Elephant Fiction Nizrana Farook The Miraculous Journey of Edward Tulane Fiction Kate DiCamillo / BagramIbatoullineNight of the Gargoyles Fiction Eve Bunting / David Wiesner  | 100 Facts Vikings Non-fiction Fiona MacDonald / RupertMatthewsVikings (Explore) Non-fiction Jane Bingham The Saga of Eric the Viking Fiction Terry Jones / Michael Foreman Viking Boy Fiction Tony Bradman / Pierre-DenisGoux | The Poetry Chest Poetry John Foster Beowulf Fiction Michael Morpurgo / MichaelForemanStories from Around the World Fiction Maisie Chan Tales from Africa Fiction Kathleen Arnott  | The Travel Book: A Journey Through Every Country in the WorldNon-fiction Lonely Planet Kids Survivors Hybrid David Long / Kerry Hyndman The Dragon of Krakow Fiction Richard Monte / Paul Hess  | Werewolf Club Rules Poetry Joseph Coelho The Firework Maker’s Daughter Fiction Philip Pullman / Peter Bailey The Legend of Podkin One-Ear Fiction Kieran Larwood / David Wyatt The Wind in the Willows 90th AnniversaryEditionFiction Kenneth Grahame / E.H. Shepard |
| **Themes** | **Science:****Living Things/Habitats/****Animals/Humans** | **Reading Breadth:****Stories &****Poetry - Different Forms** | **History:****Vikings** | **Reading Breadth:****Myths and Legends & Poetry - Different Forms** | **Geography:****Europe** | **Reading Breadth:****Stories and Plays & Poetry****- Different Forms** |
| **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 wordsRead further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |
| **Comprehension** | **Building on Previous Year and throughout Year 4 focus on:**Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksConfidently participate in discussion about both books that are read to them and those they read independentlyBegin to use more complex dictionaries to check the meaning of many unknown words that they have readDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying most inferences with evidenceIncrease their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language |
| **Build on Previous Year & Focus on:**Read a wide range of books that are structured in different ways and read for a range of purposesIdentify how language, structure and presentation contribute to meaningCheck that the text makes sense to them, discuss most of theirunderstanding and explain the meaning of many words in context,asking questions to improve theirunderstanding of a textPredict what might happen from details stated and impliedConfidently retrieve and record information from non-fiction | **Build on Previous Term & Focus on:**Increase their familiarity with awide range of stories and retellingsome of these orally with an appropriate use of story-booklanguagePredict what might happen fromdetails stated and impliedAsk some questions to improvetheir understanding of the textRecognise a range of poetic forms[for example, free verse, narrativepoetry]Prepare poems to read aloud andto perform, showing an increasingunderstanding through intonation,tone, volume and action | **Build on Previous Term & Focus on:**Read a wide range of books that are structured in different ways andread for a range of purposesIdentify main ideas drawn frommore than two paragraphs andsummarise theseDraw inferences such as inferringcharacters’ feelings, thoughts andmotives from their actions, andjustifying most inferences withevidenceIdentify how language, structureand presentation contribute tomeaningConfidently retrieve and recordinformation from non-fiction | **Build on Previous Term & Focus on:**Increase their familiarity with awide range of myths and legends,and retelling some of these orallywith an appropriate use of story-book languageDraw inferences such as inferringcharacters’ feelings, thoughts andmotives from their actions, andjustifying most inferences withevidenceIdentify themes and conventionsin an increasing range of booksPrepare poems to read aloud andto perform, showing an increasingunderstanding through intonation,tone, volume and actionRecognise a range of poetic forms[for example, free verse, narrativepoetry] | **Build on Previous Term & Focus on:**Read a wide range of books thatare structured in different ways andread for a range of purposesDiscuss many words and phrasesthat capture the reader’s interestand imaginationIdentify how language, structureand presentation contribute tomeaningIdentify themes and conventionsin an increasing range of booksConfidently retrieve and recordinformation from non-fiction | **Build on Previous Term & Focus on:**Increase their familiarity with awide range of stories and plays andretelling some of these orally withan appropriate use of story-booklanguageDiscuss many words and phrasesthat capture the reader’s interestand imaginationIdentify themes and conventionsin an increasing range of booksPrepare play scripts to read aloudand to perform, showing anincreasing understanding throughintonation, tone, volume and actionRecognise a range of poetic forms[for example, free verse, narrativepoetry] |
| **Skills & Strategies** | **Building on Previous year and throughout Year 4 Focus on:**Recognise and read all Year 3&4 Word List words with automaticityRead texts, including those with few visual clues, increased independence and concentrationUse a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of contextWith increased independence develop views about what is readDevelop positive attitudes to reading and understanding of what is read |
| **Build on Previous Year & Focus on:**Recognise and read Year 3&4 Word ListRead aloud using punctuation toaid expression including speechSelf-correction, including re-reading and reading aheadSkim to gain an overview of atext, e.g. topic, purposeRead short information texts independently with concentrationIdentify how texts differ in purpose, structure and layoutIdentify different purposes of texts, e.g. to inform, instruct,explain, persuade, recount | **Build on Previous Term & Focus on:**Recognise and read Year 3&4 Word ListRead aloud using punctuation toaid expression including speechSelf-correction, including re-reading and reading ahead | **Build on Previous Term & Focus on:**Recognise and read Year 3&4 WordListSkim to gain the gist of a text or themain idea in a chapterScan for specific information usinga variety of features in texts, e.g.titles, illustrations, pre taughtvocabular, bold print, captions, bullet pointsIdentify how texts are organised,e.g. lists, numbered points, diagramswith arrows, tables and bullet pointsIdentify and use text features, e.g.titles, headings and pictures, to locate and understandspecific informationLook for specific information intexts using contents, indexes,glossaries, dictionariesRe-reading sentences for clarity | **Build on Previous Term & Focus on:**Recognise and read Year 3&4 WordListRead aloud with attention to andincreasing range of punctuation,including full stops, question,exclamation and speech marks andintonationRe-reading sentences for clarit | **Build on Previous Term & Focus on:**Recognise and read Year 3&4 Word ListEnhance understanding ininformation text through, e.g.illustration, photographs, diagramsand chartsLook for specific information intexts using contents, indexes,glossaries, dictionariesIdentify different purposes oftexts, e.g. to inform, instruct, explain, persuade, recountSkim to gain the gist of a text orthe main idea in a chapter | **Build on Previous Term & Focus on:**Recognise and read Year 3&4Word ListRead aloud with attention to andincreasing range of punctuation,including full stops, question, exclamation and speech marks andintonation |
| **Content****Domains\*** | \*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.2a give / explain the meaning of words in context2b retrieve and record information / identify key details from fiction and non-fiction |
| 2e predict what might happen fromdetails stated and implied2f identify / explain how information /narrative content is related andcontributes to meaning as a whole2a give / explain the meaning of words incontext | **Build on Previous Term & Focus on:**2e predict what might happen fromdetails stated and implied2a give / explain the meaning of words in context | **Build on Previous Term & Focus on:**2f identify / explain how information /narrative content is related andcontributes to meaning as a whole2d make inferences from the text /explain and justify inferences withevidence from the text2c summarise main ideas from morethan one paragraph | **Build on Previous Term & Focus on:**2d make inferences from the text /explain and justify inferences withevidence from the text2h make comparisons within the text | **Build on Previous Term & Focus on:**2f identify / explain how information /narrative content is related andcontributes to meaning as a whole2h make comparisons within the text2g identify / explain how meaning isenhanced through choice of words andphrases | **Build on Previous Term & Focus on**:2f identify / explain how information /narrative content is related andcontributes to meaning as a whole2h make comparisons within the text2g identify / explain how meaning isenhanced through choice of words andphrases |
| **Terminology** | Building on Previous Year and throughout Year 4 focus on:root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present |

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| **Year 5** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Texts** | Eyewitness Planets Non-fiction DK A Poem for Every Night of the Year Poetry Allie Esiri / Papio Press The Infinite Lives of Maisie Day Fiction Christopher Edge The War of the Worlds Collins Classics Fiction H.G. Wells | Wonderland: Alice in Poetry Poetry Michaela Morgan The Storm Keeper’s Island Fiction Catherine Doyle The Nowhere Emporium Fiction Ross MacKenzie Sky Song Fiction Abi Elphinstone  | Eyewitness Victorians Non-fiction DK In the Age of Industry (How They Made Things Work)Non-fiction Richard Platt / David Lawrence A Christmas Carol Fiction Charles Dickens Street Child Fiction Berlie Doherty  | The Lady of Shalott Poetry Alfred Lord Tennyson / Charles KeepingThe Highwayman Poetry Alfred Noyes / Charles Keeping How the Whale Became Fiction Ted Hughes / George Adamson Outlaw Fiction Michael Morpurgo Between Worlds: Folktales of Britain and IrelandFiction Kevin Crossley-Holland / FrancesCastle | Mathalon Maps: North America Non-fiction Joanne Randolph Amazon (DK Eyewitness) Non-fiction DK My Name is River Fiction Emma Rea My Side of the Mountain Fiction Jean Craighead George  | Wicked World Poetry Benjamin Zephaniah Oranges in No Man’s Land Fiction Elizabeth Laird Kick Fiction Mitch Johnson Journey to Jo-burg Fiction Beverley Naidoo |
| **Themes** | **Science:****Space** | **Reading Breadth:****Modern Fiction & Poetry –Wider Range** | **History:****Victorians** | **Reading Breadth:****Myths and Legends, Plays & Poetry – Wider Range** | **Geography:****North & South America /World** | **Reading Breadth:****Other Cultures and****Traditions & 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** | **Building on Previous Year and throughout Year 5 focus on:**Read and discuss a range of fiction, poetry, plays, non-fiction and reference booksRecommend books that they have read to their peers, giving simple reasons for their choicesLearn a wider range of age appropriate poetry by heartWith occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| **Build on Previous Year & Focus on**:Read books that are structured in different ways and read for a range of purposesMake comparisons within and acrossbooks e.g. plot, genre and themeCheck that the book makes sense tothem, discussing their understandingand exploring the meaning of words incontextPredict what might happen from details stated and impliedIdentify how language, structure andpresentation contribute to meaningRetrieve, record and present some information from fiction and non-fictionDistinguishing between statements of fact and opinion | **Build on Previous Term & Focus on:**Increase their familiarity with a wide range of books, including modernfictionMake comparisons within and acrossbooks e.g. plot, genre and themePredict what might happen fromdetails stated and impliedParticipate in discussions aboutbooks that are read to them andthose they can read for themselvesAsk questions to improve theirunderstandingPrepare poems to read aloud and toperform, showing understandingthrough intonation, tone and volumeso that the meaning is clear to anaudience | **Build on Previous Term & Focus on:**Make comparisons within and acrossbooks e.g. plot, genre and themeParticipate in discussions aboutbooks that are read to them andthose they can read for themselves,building on their own and others’ ideas and challenging some viewsWith support, locate relevantinformation in a text, summarise themain ideas drawn from more thanone paragraph and identifying keydetails that support the main ideasIdentify how language, structure andpresentation contribute to meaningWith occasional prompting, drawinferences such as inferringcharacters’ feelings, thoughts andmotives from their actions, andjustifying inferences with evidence | **Build on Previous Term & Focus on:**Increase their familiarity with a wide range of books, including myths andlegendsIdentify and discuss themes andconventions in and across a widerange of writingParticipate in discussions aboutbooks that are read to them andthose they can read for themselves,building on their own and others’ideas and challenging some viewsWith occasional prompting, drawinferences such as inferringcharacters’ feelings, thoughts andmotives from their actions, andjustifying inferences with evidenceProvide reasoned justifications fortheir viewsPrepare plays to read aloud and toperform, showing understandingthrough intonation, tone and volumeso that the meaning is clear to anaudience | **Build on Previous Term & Focus on:**Explain and discuss their understanding of what they haveread, including through formalpresentations and debates,maintaining a focus on the topic andusing notes where necessaryIdentify and discuss themes andconventions in and across a widerange of writingIdentify how language, structure and presentation contribute to meaningIdentify, discuss and evaluate thedifference between literal andfigurative language, commenting onthe effectiveness of the author’slanguage to create mood and buildtension and the impact on the readerProvide reasoned justifications fortheir views | **Build on Previous Term & Focus on:**Increase their familiarity with a widerange of books, including books fromother cultures and traditionsExplain and discuss their understanding of what they haveread, including through formalpresentations and debates,maintaining a focus on the topic andusing notes where necessaryIdentify and discuss themes andconventions in and across a widerange of writingIdentify, discuss and evaluate thedifference between literal andfigurative language, commenting onthe effectiveness of the author’slanguage to create mood and buildtension and the impact on the readerProvide reasoned justifications fortheir viewsPrepare poems to read aloud and toperform, showing understandingthrough intonation, tone and volumeso that the meaning is clear to an audience |
| **Skills & Strategies** | *Building on Previous year and throughout Year 5 Focus on:*Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of contextRead extended texts independently for sustained periodsSelf-correction, including re-reading and reading aheadReading widely and frequently for pleasure and information |
| **Build on Previous Year & Focus on:**Recognise many Year 5&6 Word List words with automaticityIdentify how punctuation relatesto sentence structure and how meaning is constructed incomplex sentencesThrough discussion and read aloud, demonstrate how anunderstanding of sentencestructure and punctuation helpmake meaningConnecting prior knowledge andtextual information to make inferences and predictionsScan to find specific details using graphic and textual organisers, e.g.sub-headings, diagrams etcUse information on-screen and on paper | **Build on Previous Term & Focus on:**Recognise and read many Year 5&6 Word List words withautomaticityIdentify how punctuation relatesto sentence structure and how meaning is constructed incomplex sentencesThrough discussion and read aloud, demonstrate how anunderstanding of sentencestructure and punctuation helpmake meaningConnecting prior knowledge andtextual information to make inferences and predictionsRead closely, annotating forspecific purposes | **Build on Previous Term & Focus on:**Recognise and read most Year 5&6 Word List words with automaticityUse a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrasesIdentify features of texts, e.g.introduction to topic, sequence, illustrations, formality throughlanguage choicesFinding the main idea of a textUse information on-screen and on paperRead closely, annotating forspecific purposes | **Build on Previous Term & Focus on:**Recognise and read most Year 5&6Word List words with automaticityIdentify how punctuation relatesto sentence structure and how meaning is constructed incomplex sentencesThrough discussion and read aloud, demonstrate how anunderstanding of sentencestructure and punctuation helpmake meaningRead closely, annotating forspecific purposesUse a range of strategies forskimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases | **Build on Previous Term & Focus on:**Recognise and read all Year 5&6 Word List words with automaticityIdentify features of texts, e.g.introduction to topic, sequence,illustrations, degree of formalityUse information on-screen and onpaperRead closely, annotating forspecific purposesUse a range of strategies forskimming, e.g. gist, main ideas, themes and scanning, e.g. findingkey words or phrases | **Build on Previous Term & Focus on:**Recognise and read all Year 5&6 Word List words with automaticityRead closely, annotating forspecific purposesIdentify how punctuation relatesto sentence structure and howmeaning is constructed incomplex sentencesThrough discussion and read aloud, demonstrate how anunderstanding of sentencestructure and punctuation helpmake meaningUse a range of strategies forskimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases |
| **Content****Domains\*** | \*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.2a give / explain the meaning of words in context2b retrieve and record information / identify key details from fiction and non-fiction2d make inferences from the text / explain and justify inferences with evidence from the text |
| 2e predict what might happen fromdetails stated and implied2h make comparisons within the text2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole | **Build on Previous Term & Focus on:**2e predict what might happen fromdetails stated and implied2h make comparisons within the text | **Build on Previous Term & Focus on:**2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2c summarise main ideas from more than one paragraph2h make comparisons within the text2d make inferences from the text /explain and justify inferences withevidence from the text | **Build on Previous Term & Focus on:**2d make inferences from the text /explain and justify inferences withevidence from the text2h make comparisons within the text | **Build on Previous Term & Focus on:**2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2h make comparisons within the text2g identify / explain how meaning isenhanced through choice of wordsand phrases | **Build on Previous Term & Focus on:**2h make comparisons within the text2g identify / explain how meaning isenhanced through choice of wordsand phrases |
| **Terminology** | Building on Previous Year and throughout Year 5 focus on:figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare |

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| **Year 6** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Texts** | Eyewitness World War II Non-fiction DK The Diary of a Young Girl Non-fiction Anne Frank Poems from the Second World War Poetry Gabby Morgan The Boy in the Striped Pyjamas Fiction John Boyne Fireweed Fiction Jill Paton Walsh Hot  | New and Collected Poems for Children Poetry Carol Ann Duffy Asha and the Spirit Bird Fiction Jasbinder Bilan The Boy in the Tower Fiction Polly Ho-Yen  | When the Whales Walked and OtherIncredible Evolutionary JourneysNon-fiction Dougal Dixon / Hannah Bailey When Darwin Sailed the Sea Non-fiction David Long / Sam Kalda Darwin: A Life in Poems Poetry Ruth Padel The Explorer Fiction Katherine Rundell / Hannah Horn The Great Sea Dragon Discovery Fiction Pippa Goodhart  | Black Beauty Fiction Anna Sewell / Meg Rossoff The Wolves of Willoughby Chase Fiction Joan Aiken The Call of the Wild Fiction Jack London / Melvin Burgess  | Coastlines (Where on Earth?) Non-fiction Susie Brooks Overheard in a Tower Block Poetry Joseph Coehlo The Island at the End of Everything Fiction Kiran Millwood Hargrave Orphans of the Tide Fiction Struan Murray / ManuelSumberac | Grimms' Fairy Tales Fiction Brothers Grimm / GeorgeCruikshankBlackberry Blue Fiction Jamila Gavin / RichardCollingridgeThe House with Chicken Legs Fiction Sophie Anderson / MelissaCastrillon / Elisa Paganelli |
| **Themes** | **History:****War** | **Reading Breadth:****Modern Fiction & Poetry - Wider Range** | **Science:****Evolution and Inheritance** | **Reading Breadth:****Literary Heritage and****Plays & Poetry – Wider Range** | **Geography:****Coasts** | **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** | **Building on Previous Year and throughout Year 6 focus on:**Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text booksRecommend books that they have read to their peers, giving simple reasons for their choicesDraw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidenceIncrease their familiarity with a wide range of booksLearn a wider range of poetry by heart |
| **Build on Previous Year & Focus on:**Read books that are structured in different ways and read for a range of purposesMake comparisons within and acrossbooks e.g. plot, genre and themeCheck that the book makes sense tothem, discussing their understanding and exploring the meaning of words in contextPredict what might happen from details stated and impliedRetrieve, record and present information from non-fictionIdentify how language, structure andpresentation contribute to meaning | **Build on Previous Term & Focus on:**Increase their familiarity with a wide range of books, including modernfictionMake comparisons within and acrossbooks e.g. plot, genre and themePredict what might happen fromdetails stated and impliedAsk questions to improve theirunderstandingPrepare poems to read aloud and toperform, showing understandingthrough intonation, tone and volumeso that the meaning is clear to anaudienceParticipate in discussions aboutbooks that are read to them andthose they can read for themselves,building on their own and others’ideas and challenging views | **Build on Previous Term & Focus on:**Make comparisons within and acrossbooks e.g. plot, genre and themeSummarise the main ideas drawnfrom more than one paragraph andidentifying key details that support the main ideasDistinguishing between statementsof fact and opinionDraw inferences such as inferringcharacters’ feelings, thoughts andmotives from their actions, andjustifying inferences with evidenceIdentify how language, structure and presentation contribute to meaningParticipate in discussions aboutbooks that are read to them andthose they can read for themselves,building on their own and others’ideas and challenging views | **Build on Previous Term & Focus on:**Increase their familiarity with a wide range of books, including fiction fromour literary heritageIdentify and discuss themes andconventions in and across a wide range of writingDraw inferences such as inferringcharacters’ feelings, thoughts andmotives from their actions, andjustifying inferences with evidenceProvide reasoned justifications fortheir viewsParticipate in discussions aboutbooks that are read to them andthose they can read for themselves,building on their own and others’ideas and challenging viewsPrepare plays to read aloud and toperform, showing understandingthrough intonation, tone and volumeso that the meaning is clear to anaudience | **Build on Previous Term & Focus on:**Identify and discuss themes andconventions in and across a wide range of writingDiscuss and evaluate how authorsuse language, including figurativelanguage considering the impact on the readerProvide reasoned justification fortheir viewsIdentify how language, structureand presentation contribute tomeaningExplain and discuss their understanding of what they haveread, including through formalpresentations and debates,maintaining a focus on the topic andusing notes where necessary | **Build on Previous Term & Focus on:**Increase their familiarity with a widerange of books, including traditionaltalesIdentify and discuss themes andconventions in and across a wide rangeof writingDiscuss and evaluate how authors uselanguage, including figurative languageconsidering the impact on the readerProvide reasoned justification for theirviewsExplain and discuss their understanding of what they have read,including through formal presentationsand debates, maintaining a focus on the topic and using notes where necessaryPrepare poems to read aloud and toperform, showing understandingthrough intonation, tone and volume sothat the meaning is clear to an audience |
| **Skills & Strategies** | **Building on Previous year and throughout Year 6 Focus on:**Recognise and read all Year 5&6 Word List words with automaticityMake meaning from words and sentences, including knowledge of phonics, word roots, word families,Make meaning from text organisationMake meaning by drawing on prior knowledgeRead increasingly complex texts independently for sustained periodsFind the main idea of a paragraph and text |
| **Build on Previous Year & Focus on**Recognise all Year 5&6 Word List words with automaticityIdentify how punctuation relatesto sentence structure and how meaning is constructed inmulti-clause sentencesRead closely, annotating for specific purposesUse a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. findingkey words or phrasesConnecting prior knowledge and textual information to makeinferences and predictions | **Build on Previous Year & Focus on:**Recognise all Year 5&6 Word Listwords with automaticityIdentify how punctuation relatesto sentence structure and how meaning is constructed inmulti-clause sentencesRead closely, annotating forspecific purposesConnecting prior knowledge andtextual information to make inferences and predictions | **Build on Previous Term & Focus on:**Recognise all Year 5&6 Word List words with automaticityIncrease understanding of how punctuation can vary and affectsentence structure and meaning, help avoid ambiguityUse a range of strategies for finding and locating information e.g. skimming scanning for detailSummarising a textSecure responses andunderstanding through re-readingand cross-check informationRead closely, annotating forspecific purposes | **Build on Previous Term & Focus on:**Recognise all Year 5&6 Word List words with automaticityIncrease understanding of how punctuation can vary and affectsentence structure and meaning, help avoid ambiguitySecure responses through re-Reading and cross-checkinformationRead closely, annotating forspecific purposesUse a range of strategies forskimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases | **Consolidate and embed all skills not****secured and focus on:**Recognise all Year 5&6 Word Listwords with automaticityRead closely, annotating forspecific purposesConfidently use a range of strategies for finding and locatinginformation e.g. skimmingscanning for detailUse a range of strategies forskimming, e.g. gist, main ideas,themes and scanning, e.g. findingkey words or phrases | **Consolidate and embed all skills not****secured and focus on:**Recognise all Year 5&6 Word Listwords with automaticityRead closely, annotating for specificpurposesIdentify how punctuation relates tosentence structure and how meaningis constructed in complex sentencesThrough discussion and read aloud,demonstrate how an understandingof sentence structure and punctuation help make meaningUse a range of strategies forskimming, e.g. gist, main ideas,themes and scanning, e.g. finding keywords or phrases |
| **Content****Domains\*** | \*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.2a give / explain the meaning of words in context2b retrieve and record information / identify key details from fiction and non-fiction2d make inferences from the text / explain and justify inferences with evidence from the text |
| 2e predict what might happen from details stated and implied2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2h make comparisons within the text2d make inferences from the text /explain and justify inferences withevidence from the text | **Build on Previous Term & Focus on:**2e predict what might happen fromdetails stated and implied2h make comparisons within thetext | **Build on Previous Term & Focus on:**2f identify / explain how information / narrative content isrelated and contributes to meaning as a whole2c summarise main ideas from more than one paragraph2h make comparisons within a text2d make inferences from the text /explain and justify inferences withevidence from the text | **Build on Previous Term & Focus on:**2h make comparisons within the text2d make inferences from the text /explain and justify inferences withevidence from the text | **Build on Previous Term & Focus on:**2f identify / explain how information / narrative content isrelated and contributes tomeaning as a whole2h make comparisons within the text2g identify / explain how meaningis enhanced through choice of words and phrases | **Build on Previous Term & Focus on:**2h make comparisons within the text2g identify / explain how meaning isenhanced through choice of wordsand phrases |
| **Terminology** | Building on Previous Year and throughout Year 6 focus on:figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare |