|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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  Dogger  Fiction  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 Rhymes  to Save the Galaxy  Poetry  Neal Zetter / Chris White  Superbat  Fiction  Matt Carr  My 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 Book  Fiction  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 word  Develop an understanding of environmental print to inform, advise and instruct Recognise words in print remain the same when repeated  Children 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 reading  words 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 space  Left to right direction of print  Recognise 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 stories  Discussing meaning and purpose of environmental print Making connections with own experiences  Listening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers Extending Language and vocabulary development  Sequence main events in a story using props / illustrations  Use 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 heard  Begin to match spoken to written words  Talk about texts and connect to own experience  Pick out the main characters and key events in stories  Sequence main events in a story using  props / illustrations | | **Build on Previous Term & Focus on:**  Repeat and retell known rhymes, stories and texts previously heard  Talk about texts and connect to own experiences and prior knowledge  Pick out the main characters and key events in stories | | **Build on Previous Term & Focus on:**  Repeat and retell known rhymes, stories and texts previously heard  Talk about texts and connect to own experiences and prior knowledge  Pick out the main characters and key events in stories  Select a number of key events to retell a story  Link and talk about ideas explicit from a text e.g. characters and events  Start to make simple predictions | **Build on Previous Term & Focus on:**  Talk about texts and connect to own experiences and prior knowledge  Pick out the main characters and key events in stories  Select a number of key events to retell a story  Link and talk about ideas explicit from a text e.g. characters and events  Make simple predictions about characters and events  Reread 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 knowledge  Pick out the main characters and key events in stories  Select a number of key events to retell a story  Link and talk about ideas explicit from a text e.g. characters and events  Make predictions about characters and events  Reread specific part of a text to check  for meaning. | | **Build on Previous Term & Focus on:**  Become familiar with and talk about several key stories  Retell stories using illustrations and / or props and discuss main characters  Begin to compare characters  Reread specific part of a text to check for meaning  Respond 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 print  Use a phonics first approach for decoding unfamiliar words and practicing known graphemes Blend known graphemes together when reading words  Segment known graphemes when decoding words  Identify simple text features such as titles and pictures to indicate what a text is about  Talk *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 words  Self-correction using phonics first strategy | | **Build on Previous Term & Focus on:**  Read simple captions  Recognising increased amount of high-frequency words  Show an awareness of full stops  when reading  Self-correction using phonics Identify simple text features such as  titles and pictures to indicate what the text is about | | **Build on Previous Term & Focus on:**  Read simple captions  Recognise an increased amount of high-frequency words  Show an awareness of full stops  when reading  Show an awareness of the difference  between stories and information texts  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 | **Build on Previous Term & Focus on:**  Read captions  Recognising increased amount of  high-frequency words  Show an awareness of full stops and  question marks when reading  Show an awareness of the difference  between stories and information texts  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  Re-read sentence  Read sentences accurately and fluently | | **Build on Previous Term & Focus on:**  Read captions  Recognising increased amount of high-frequency words  Show an awareness of full stops and question marks when reading  Show an awareness of the difference  between stories and information texts  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  Re-read sentence  Read sentences accurately and fluently | | **Build on Previous Term & Focus on:** Read captions  Recognising increased amount of  high-frequency words  Show an awareness of full stops and question marks when reading  Show an awareness of the difference between stories and information texts  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  Re-read sentence  Read 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 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 | 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 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 | | | 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  Know 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 read | | 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 read | |
| **Terminology** | digraph, trigraph, blend, segment, grapheme, phoneme, cover, title, page | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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-fiction  Sally Hewitt  Toys (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 read  Poetry  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 Laureate  Poetry  Julia Donaldson / Clare Melinski  Deep in the Woods Fiction  Christopher Corr  No Dinner!: The Story of the Old Woman and  the Pumpkin  Fiction  Jessica Souhami  The Leopard's Drum: An Asante Tale from  West Africa  Fiction  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 (National  Geographic 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 Perform  Poetry  Ladybird  Mrs Armitage on Wheels  Fiction  Quentin Blake  Can’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 GPCs  Read other words of more than one syllable that contain taught GPCs  Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency  Read all capital letters and the days of the week  Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  Read aloud accurately decodable books that are consistent with their developing phonic knowledge  Re-read books to build up fluency and confidence  Read 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 unusual  correspondences between spelling  and sound and where these occur in the word  Teach –s, –es endings | | **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  Reinforce –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 word  Reinforce –s, –es, – er endings and teach –ing 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 word  Reinforce –s, –es, – er, – ing endings and teach –ed endings | | **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  Reinforce –s, –es, – er, – ing, -ed endings and teach –est endings | **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  Reinforce –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 independently  Link what they read or hear read to their own experiences  Recognise and join in with predictable phrases with increased confidence  Recite by heart many poems  Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say  Make 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 characteristics  Check 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 characteristics  Draw on what they already know or on background information and  vocabulary provided by the teacher  Discuss word meanings and link new meanings to those already known  Predict 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 their  particular characteristics  Discuss significant events in stories  Predict 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 characteristics  Make 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 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 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 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  Identify and locate pre-taught vocabulary  Re read sentences for fluency | | | | | | | | | |
| **Build on Previous Year & Focus on:**  Show an awareness of full stops when reading  Identify 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 reading  Identify simple text features such as titles and pictures to indicate what the text is about  Show an awareness of the difference between stories, information and poetry | | **Build on Previous Term & Focus on:**  Read with attention full stops when reading  Discuss prior knowledge of context  Deepen understanding of story through Book Talk of illustrations  Show an awareness of the difference between stories,  information and poetry  Understand how captions can give  information  Make 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 context  Deepen understanding of story through Book Talk of illustrations  Make 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 context  Deepen understanding of story through Book Talk of illustrations  Understand how captions can give  information  Make 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 context  Deepen understanding of story through Book Talk of illustrations  Make 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 texts  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 | 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 inferences 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  1d make inferences 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  1d make inferences 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  1c identify and explain the sequence  of events in texts  1d make inferences 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  1c identify and explain the sequence  of events in texts  1d 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 | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 Activities  Non-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 read  Poetry  Helen Mort / Valeria Valenza  The Glassmaker’s Daughter  Fiction  Dianne Hofmeyr / Jane Ray  The Secret of the Tattered Shoes Fiction  Jackie Morris  Once Upon a Wild Wood  Fiction  Chris Riddell | | National Trust: How to Help a hedgehog and Protect a Polar Bear  Non-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 Poetry  Roald Dahl  The Wolf’s Story: What Really Happened to Little Red Riding Hood  Fiction  Toby Forward / Izhar Cohen  The True Story of the Three Little Pigs Fiction  John Scieszka  The Three Little Wolves and the Big Bad Pig  Fiction  Eugene Trivizas / Helen Oxenbury | | Why do we Remember? The Great Fire of  London  Non-fiction  Izzi Howell  The Great Fire of London Anniversary Edition  Non-fiction  Emma Adams / James Weston  The Baker’s Boy and the Greta Fire of London  Fiction  Tom Bradman / Tony Bradman /  Andy Catling  The Great Fire A City in Flames  Fiction  Anne Turnbull | The Works: Every Poem You Will Ever Need at  School  Poetry  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 independently  Discuss their favourite words and phrases using some of them in their writing  Continue 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 decode  Read some common exception words  Read most words containing common suffixes - ly | | **Build on Previous Term & Focus on:**  Decoding automatically and build fluency  Read some common exception words  Read 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 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 | | **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 | | **Build on Previous Term & Focus on:**  Discuss their favourite words and phrases using some of them in their writing  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)  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 plays  Discuss their favourite words and phrases using some of them in their writing  Show 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 independently  Discuss their favourite words and phrases using some of them in their writing  Continue 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:**  Recognise and read *many* common exception words  Read sentences with increasing accuracy and fluency  Self-correction words  Read aloud with attention to punctuation, including full stops, question, exclamation  *and* intonation | | **Build on Previous Term & Focus on:**  Recognise and read *many* common exception words  Read sentences with increasing accuracy and fluency  Self-correction words  Read aloud with attention to punctuation, including full stops, question, exclamation  *and* intonation | | **Build on Previous Term & Focus on:**  Recognise and read *most* common exception words  Read a range of texts with increasing accuracy and fluency  Self-correction, including re -reading and reading ahead  Look for specific information in texts using contents and glossaries  Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information  Re-reading sentences for clarity | | **Build on Previous Term & Focus on:**  Recognise and read *most* common exception words  Read a range of texts with increasing accuracy and fluency  Self-correction, including re- reading and reading ahead  Re-reading sentences for clarity | | **Build on Previous Term & Focus on:**  Recognise and read *all* common exception words with automaticity  Read a range of texts with increasing accuracy and fluency  Self-correction, including re- reading and reading ahead  Talk about book preferences  Identify 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 automaticity  Read a range of texts with increasing accuracy and fluency  Self-correction, including re- reading and reading ahead  Talk about book preferences |
| **Skills & Strategies** | Apply the following reading strategies with increasing independence:  Building on phonics subject skills and knowledge  Connect prior knowledge with context  Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families  Locate and discuss words and pre taught vocabulary to find out what the text is about  Connect prior knowledge to context | | | | | | | | | |
| **Build on Previous Year & Focus on:**  Show an awareness of full stops when reading  Identify simple text features such as titles and pictures to indicate what the text is about  Show an awareness of the difference between stories, information and poetry | | **Build on Previous Term & Focus on:**  Read with attention full stops when reading  Discuss prior knowledge of context  Deepen understanding of story through Book Talk of illustrations  Show an awareness of the difference between stories, information and poetry  Understand how captions can give information  Make 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 context  Deepen understanding of story through Book Talk of illustrations  Make simple predictions | | **Build on Previous Term & Focus on:**  Read simple captions  Recognise an increased amount of high-frequency words  Show an awareness of full stops when reading  Show an awareness of the difference between stories and information texts  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 | | **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 context  Deepen understanding of story through Book Talk of illustrations  Understand how captions can give information  Make simple predictions | **Build on Previous Term & Focus on:**  Show an awareness of full stops  when reading  Identify simple text features such as titles and pictures to indicate what the text is about to help understanding  Self-correction using phonics  Re-read sentence  Read 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 texts  1d make inferences 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  1d make inferences from the text | 1a draw on knowledge of vocabulary to understand 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 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  1c identify and explain the sequence of events in texts  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 | | 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 |
| **Terminology** | Building on Previous Year and throughout Year 2 focus on:  grapheme, phoneme, syllable, sequence, structure, predict, discuss, question | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 Fiction  Peter 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 / Graham  Baker-Smith | | Rivers (World Feature Focus)  Non-fiction  Rebecca Kahn  Rivers and Mountains (Transforming Earth’s  Geography)  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 and  Inventions 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 words  Read 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 textbooks  Participate in discussion about both books that are read to them and those they can read for themselves  Use dictionaries to check the meaning of many unknown words that they have read  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying many inferences with evidence  Increase 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 purposes  Identify how language, structure and  presentation contribute to meaning  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 | **Build on Previous Term & Focus on:**  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 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 understanding through intonation, tone, volume and action | | **Build on Previous Term & Focus on:**  Read a range of books that are  structured in different ways and  read for a range of purposes  Identify how language and  structure contribute to meaning  Identify main ideas drawn from  more than one paragraph and  summarise these  Draw inferences such as inferring  characters’ feelings, thoughts and  motives from their actions, and  justifying many inferences with  evidence  Retrieve and record some information from non-fiction | | **Build on Previous Term & Focus on:**  Increase their familiarity with a  wide range of books, including fairy  stories  Identify simple themes and  conventions in an increasing range  of books  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 understanding through  intonation, tone, volume and action | | **Build on Previous Term & Focus on:**  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  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 | **Build on Previous Term & Focus on:**  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 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 |
| **Skills & Strategies** | Building on phonics subject skills and knowledge  Connect prior knowledge with context  Locate and discuss words and pre taught vocabulary to find out what the text is about  Use 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 context  Read a range of texts with increasing accuracy and fluency  Develop fluency and enthusiasm for reading and read widely and frequently  Develop views about what is read with support  Develop 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 words  Read aloud using punctuation to  aid expression including speech  Self-correction, including re-reading and reading ahead  Skim to gain an overview of a text,  e.g. topic, purpose  Identify different purposes of texts, e.g. to inform, instruct,  explain  Read short information texts independently with concentration | **Build on Previous Term & Focus on:**  Recognise and read many Year 3&4 Word List words  Read aloud using punctuation to  aid expression including speech  Self-correction, including re-  reading and reading ahead | | **Build on Previous Term & Focus on**:  Recognise and read most Year 3&4  Word List words  Skim to gain an overview of a text,  e.g. topic, purpose  Identify how texts are organised,  e.g. lists, numbered points, diagrams with arrows, tables and bullet points  Look for specific information in  texts using contents, indexes, glossaries, dictionaries  Identify and use text features, e.g.  titles, headings and pictures, to locate and understand  specific information  Re-reading sentences for clarity | | **Build on Previous Term & Focus on:**  Recognise and read most Year 3&4  Word List words  Read aloud with attention to  punctuation, including full stops,  question, exclamation and  speech marks and intonation  Re-reading sentences for clarity | | **Build on Previous Term & Focus on:**  Recognise and read all Year 3&4 Word List words with automaticity  Enhance understanding in  information text through, e.g.  illustration, photographs, diagrams  and charts  Skim to gain an overview of a text,  e.g. topic, purpose  Look for specific information in  texts using contents, indexes, glossaries, dictionaries | **Build on Previous Term & Focus on:**  Recognise and read all Year 3&4 Word List words with automaticity  Read aloud with attention to  punctuation, 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 context  2b retrieve and record information / identify key details from fiction and non-fiction  2d make inferences from the text / explain and justify inferences with evidence from the text | | | | | | | | |
| 2e predict what might happen from  details stated and implied  2f identify / explain how  information / narrative content is related and contributes to meaning  as a whole  2a give / explain the meaning of  words in context  2b retrieve and record information  / identify key details from fiction  and non-fiction | **Build on Previous Term & Focus on:**  2e predict what might happen from  details stated and implied  2a give / explain the meaning of  words in context | **Build on Previous Term & Focus on:**  2c summarise main ideas from  more than one paragraph  2f identify / explain how information / narrative content is  related and contributes to meaning as a whole  2d make inferences from the text /  explain and justify inferences with  evidence from the text | | **Build on Previous Term & Focus on**:  2d make inferences from the text /  explain and justify inferences with  evidence from the text  2h make comparisons within the text | | **Build on Previous Term & Focus on:**  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 | | **Build on Previous Term & Focus on:**  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 |
| **Terminology** | Building on Previous Year and throughout Year 3 focus on:  root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 Giants  of the Ocean  Non-fiction  Darcy Dobell, Little Gestalten,  Becky Thorns  Wild World  Poetry  Angela McAllister /  Hvass&Hannibal  Wild in the Streets: 20 Poems of City Animals Poetry  Marilyn Singer / Mr. Gordy  When the Mountains Roared  Fiction  Jess Butterworth / Rob Biddulph  Why the Whales Came Fiction  Michael Morpurgo | Where Zebras Go  Poetry  Sue Hardy Dawson  The Girl Who Stole and Elephant  Fiction  Nizrana Farook  The Miraculous Journey of Edward Tulane Fiction  Kate DiCamillo / Bagram  Ibatoulline  Night of the Gargoyles Fiction  Eve Bunting / David Wiesner | | 100 Facts Vikings Non-fiction  Fiona MacDonald / Rupert  Matthews  Vikings (Explore) Non-fiction  Jane Bingham  The Saga of Eric the Viking  Fiction  Terry Jones / Michael Foreman  Viking Boy  Fiction  Tony Bradman / Pierre-Denis  Goux | | The Poetry Chest Poetry  John Foster  Beowulf  Fiction  Michael Morpurgo / Michael  Foreman  Stories from Around the World  Fiction  Maisie Chan  Tales from Africa Fiction  Kathleen Arnott | | The Travel Book: A Journey Through Every Country in the World  Non-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 Anniversary  Edition  Fiction  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 words  Read 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 textbooks  Confidently participate in discussion about both books that are read to them and those they read independently  Begin to use more complex dictionaries to check the meaning of many unknown words that they have read  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying most inferences with evidence  Increase 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 purposes  Identify how language, structure and presentation contribute to meaning  Check that the text makes sense to them, discuss most of their  understanding and explain the meaning of many words in context,  asking questions to improve their  understanding of a text  Predict what might happen from details stated and implied  Confidently retrieve and record information from non-fiction | **Build on Previous Term & Focus on:**  Increase their familiarity with a  wide range of stories and retelling  some of these orally with an appropriate use of story-book  language  Predict what might happen from  details stated and implied  Ask some questions to improve  their understanding of the text  Recognise a range of poetic forms  [for example, free verse, narrative  poetry]  Prepare poems to read aloud and  to perform, showing an increasing  understanding through intonation,  tone, volume and action | | **Build on Previous Term & Focus on:**  Read a wide range of books that are structured in different ways and  read for a range of purposes  Identify main ideas drawn from  more than two paragraphs and  summarise these  Draw inferences such as inferring  characters’ feelings, thoughts and  motives from their actions, and  justifying most inferences with  evidence  Identify how language, structure  and presentation contribute to  meaning  Confidently retrieve and record  information from non-fiction | | **Build on Previous Term & Focus on:**  Increase their familiarity with a  wide range of myths and legends,  and retelling some of these orally  with an appropriate use of story-  book language  Draw inferences such as inferring  characters’ feelings, thoughts and  motives from their actions, and  justifying most inferences with  evidence  Identify themes and conventions  in an increasing range of books  Prepare poems to read aloud and  to perform, showing an increasing  understanding through intonation,  tone, volume and action  Recognise a range of poetic forms  [for example, free verse, narrative  poetry] | | **Build on Previous Term & Focus on:**  Read a wide range of books that  are structured in different ways and  read for a range of purposes  Discuss many words and phrases  that capture the reader’s interest  and imagination  Identify how language, structure  and presentation contribute to  meaning  Identify themes and conventions  in an increasing range of books  Confidently retrieve and record  information from non-fiction | **Build on Previous Term & Focus on:**  Increase their familiarity with a  wide range of stories and plays and  retelling some of these orally with  an appropriate use of story-book  language  Discuss many words and phrases  that capture the reader’s interest  and imagination  Identify themes and conventions  in an increasing range of books  Prepare play scripts to read aloud  and to perform, showing an  increasing understanding through  intonation, tone, volume and action  Recognise a range of poetic forms  [for example, free verse, narrative  poetry] |
| **Skills & Strategies** | **Building on Previous year and throughout Year 4 Focus on:**  Recognise and read all Year 3&4 Word List words with automaticity  Read texts, including those with few visual clues, increased independence and concentration  Use 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 context  With increased independence develop views about what is read  Develop positive attitudes to reading and understanding of what is read | | | | | | | | |
| **Build on Previous Year & Focus on:**  Recognise and read Year 3&4 Word List  Read aloud using punctuation to  aid expression including speech  Self-correction, including re-  reading and reading ahead  Skim to gain an overview of a  text, e.g. topic, purpose  Read short information texts independently with concentration  Identify how texts differ in purpose, structure and layout  Identify 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 List  Read aloud using punctuation to  aid expression including speech  Self-correction, including re-  reading and reading ahead | | **Build on Previous Term & Focus on:**  Recognise and read Year 3&4 Word  List  Skim to gain the gist of a text or the  main idea in a chapter  Scan for specific information using  a variety of features in texts, e.g.  titles, illustrations, pre taught  vocabular, bold print, captions, bullet points  Identify how texts are organised,  e.g. lists, numbered points, diagrams  with arrows, tables and bullet points  Identify and use text features, e.g.  titles, headings and pictures, to locate and understand  specific information  Look for specific information in  texts using contents, indexes,  glossaries, dictionaries  Re-reading sentences for clarity | | **Build on Previous Term & Focus on:**  Recognise and read Year 3&4 Word  List  Read aloud with attention to and  increasing range of punctuation,  including full stops, question,  exclamation and speech marks and  intonation  Re-reading sentences for clarit | | **Build on Previous Term & Focus on:**  Recognise and read Year 3&4 Word List  Enhance understanding in  information text through, e.g.  illustration, photographs, diagrams  and charts  Look for specific information in  texts using contents, indexes,  glossaries, dictionaries  Identify different purposes of  texts, e.g. to inform, instruct, explain, persuade, recount  Skim to gain the gist of a text or  the main idea in a chapter | **Build on Previous Term & Focus on:**  Recognise and read Year 3&4  Word List  Read aloud with attention to and  increasing range of punctuation,  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 context  2b retrieve and record information / identify key details from fiction and non-fiction | | | | | | | | |
| 2e predict what might happen from  details stated and implied  2f identify / explain how information /  narrative content is related and  contributes to meaning as a whole  2a give / explain the meaning of words in  context | **Build on Previous Term & Focus on:**  2e predict what might happen from  details stated and implied  2a give / explain the meaning of words in context | **Build on Previous Term & Focus on:**  2f identify / explain how information /  narrative content is related and  contributes to meaning as a whole  2d make inferences from the text /  explain and justify inferences with  evidence from the text  2c summarise main ideas from more  than one paragraph | | **Build on Previous Term & Focus on:**  2d make inferences from the text /  explain and justify inferences with  evidence from the text  2h make comparisons within the text | | **Build on Previous Term & Focus on:**  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 | | **Build on Previous Term & Focus on**:  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 |
| **Terminology** | Building on Previous Year and throughout Year 4 focus on:  root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 Keeping  The 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 Ireland  Fiction  Kevin Crossley-Holland / Frances  Castle | | 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 books  Recommend books that they have read to their peers, giving simple reasons for their choices  Learn a wider range of age appropriate poetry by heart  With 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 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, structure and  presentation contribute to meaning  Retrieve, record and present some information from fiction and non-fiction  Distinguishing between statements of fact and opinion | **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 theme  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  Prepare poems to read aloud and to  perform, showing understanding  through intonation, tone and volume  so that the meaning is clear to an  audience | | **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 ideas  Identify how language, structure and  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 | | **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 prompting, draw  inferences such as inferring  characters’ feelings, thoughts and  motives from their 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 | | **Build on Previous Term & Focus on:**  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 between literal and  figurative language, commenting on  the effectiveness of the author’s  language to create mood and build  tension and the impact on the reader  Provide reasoned justifications for  their views | **Build on Previous Term & 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  figurative language, commenting on  the effectiveness of the author’s  language to create mood and build  tension 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 |
| **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 context  Read extended texts independently for sustained periods  Self-correction, including re-reading and reading ahead  Reading widely and frequently for pleasure and information | | | | | | | | |
| **Build on Previous Year & Focus on:**  Recognise many Year 5&6 Word List words with automaticity  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 meaning  Connecting prior knowledge and  textual information to make inferences and predictions  Scan to find specific details using graphic and textual organisers, e.g.  sub-headings, diagrams etc  Use information on-screen and on paper | **Build on Previous Term & Focus on:**  Recognise and read many Year 5&6 Word List words with  automaticity  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 meaning  Connecting prior knowledge and  textual information to make inferences and predictions  Read closely, annotating for  specific purposes | | **Build on Previous Term & Focus on:**  Recognise and read most Year 5&6 Word List words with automaticity  Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases  Identify features of texts, e.g.  introduction to topic, sequence, illustrations, formality through  language choices  Finding the main idea of a text  Use information on-screen and on paper  Read closely, annotating for  specific purposes | | **Build on Previous Term & Focus on:**  Recognise and read most Year 5&6  Word List words with automaticity  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 meaning  Read closely, annotating for  specific purposes  Use a range of strategies for  skimming, 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 automaticity  Identify features of texts, e.g.  introduction to topic, sequence,  illustrations, degree of formality  Use information on-screen and on  paper  Read closely, annotating for  specific purposes  Use a range of strategies for  skimming, 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 automaticity  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 meaning  Use a range of strategies for  skimming, 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 context  2b retrieve and record information / identify key details from fiction and non-fiction  2d make inferences from the text / explain and justify inferences with evidence from the text | | | | | | | | |
| 2e predict what might happen from  details stated and implied  2h make comparisons within the text  2f identify / explain how information / narrative content is  related and contributes to meaning as a whole | **Build on Previous Term & Focus on:**  2e predict what might happen from  details stated and implied  2h make comparisons within the text | **Build on Previous Term & Focus on:**  2f identify / explain how information / narrative content is  related and contributes to meaning as a whole  2c summarise main ideas from more than one paragraph  2h make comparisons  within the text  2d make inferences from the text /  explain and justify inferences with  evidence from the text | | **Build on Previous Term & Focus on:**  2d make inferences from the text /  explain and justify inferences with  evidence from the text  2h make comparisons within the text | | **Build on Previous Term & Focus on:**  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 | | **Build on Previous Term & Focus on:**  2h make comparisons within the text  2g identify / explain how meaning is  enhanced through choice of words  and 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 | | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 Other  Incredible Evolutionary Journeys  Non-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 / Manuel  Sumberac | Grimms' Fairy Tales Fiction  Brothers Grimm / George  Cruikshank  Blackberry Blue Fiction  Jamila Gavin / Richard  Collingridge  The House with Chicken Legs  Fiction  Sophie Anderson / Melissa  Castrillon / 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 books  Recommend books that they have read to their peers, giving simple reasons for their choices  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  Increase their familiarity with a wide range of books  Learn 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 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 from non-fiction  Identify how language, structure and  presentation contribute to meaning | **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 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 about  books that are read to them and  those 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 across  books e.g. plot, genre and theme  Summarise the main ideas drawn  from more than one paragraph and  identifying key details that support the main ideas  Distinguishing between statements  of fact and opinion  Draw inferences such as inferring  characters’ feelings, thoughts and  motives from their actions, and  justifying inferences with evidence  Identify how language, structure and presentation contribute to meaning  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 | **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 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  Prepare plays to read aloud and to  perform, showing understanding  through intonation, tone and volume  so that the meaning is clear to an  audience | | **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 what they have  read, including through formal  presentations and debates,  maintaining a focus on the topic and  using notes where necessary | **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 how authors use  language, including figurative language  considering the impact on the reader  Provide reasoned justification for their  views  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  Prepare poems to read aloud and to  perform, showing understanding  through intonation, tone and volume so  that 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 automaticity  Make meaning from words and sentences, including knowledge of phonics, word roots, word families,  Make meaning from text organisation  Make meaning by drawing on prior knowledge  Read increasingly complex texts independently for sustained periods  Find the main idea of a paragraph and text | | | | | | |
| **Build on Previous Year & Focus on**  Recognise all Year 5&6 Word List words with automaticity  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 skimming, e.g. gist, main ideas, themes and scanning, e.g. finding  key words or phrases  Connecting prior knowledge and textual information to make  inferences and predictions | **Build on Previous Year & Focus on:**  Recognise all Year 5&6 Word List  words with automaticity  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 | **Build on Previous Term & Focus on:**  Recognise all Year 5&6 Word List words with automaticity  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  understanding through re-reading  and cross-check information  Read closely, annotating for  specific purposes | **Build on Previous Term & Focus on:**  Recognise all Year 5&6 Word List words with automaticity  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 strategies for  skimming, 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 List  words with automaticity  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. 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 List  words with automaticity  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 meaning  Use a range of strategies for  skimming, 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 context  2b retrieve and record information / identify key details from fiction and non-fiction  2d make inferences from the text / explain and justify inferences with evidence from the text | | | | | | |
| 2e predict what might happen from details stated and implied  2f identify / explain how information / narrative content is  related and contributes to meaning as a whole  2h make comparisons within the text  2d make inferences from the text /  explain and justify inferences with  evidence from the text | **Build on Previous Term & Focus on:**  2e predict what might happen from  details stated and implied  2h make comparisons within the  text | **Build on Previous Term & Focus on:**  2f identify / explain how information / narrative content is  related and contributes to meaning as a whole  2c summarise main ideas from more than one paragraph  2h make comparisons within a text  2d make inferences from the text /  explain and justify inferences with  evidence from the text | **Build on Previous Term & Focus on:**  2h make comparisons within the text  2d make inferences from the text /  explain and justify inferences with  evidence from the text | **Build on Previous Term & Focus on:**  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 | | **Build on Previous Term & Focus on:**  2h make comparisons within the text  2g identify / explain how meaning is  enhanced through choice of words  and 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 | | | | | | |