

EYFS Topic/Lead Text	All About Me	Celebrations – Multi- Cultural – Seasonal Change	Winter Wonderland	Growing	Minibeasts	Seaside
	The Family Book	Leaf Man  Lois Ehlert	EZRA JACK KEATS THE SNOWY DAY  CALDICOTT ANARD BOOK	GARDEN  CHIAN 1888	THE VERY HINGRY CATERPILLAR III STATE CAR.	Shiwley Hughes LUCY&TOM  At the Seaside
Key Texts/	Todd Parr	Leaf Man	The Snowy Day	Errol's Garden	Eric Carle (catalogue)	Shirley Hughes
Authors	My Family It's Ok to be Different	Stick Man Multi-cultural	Walking in a Winter Wonderland	Oliver's Vegetables The Extraordinary	Hungry Caterpillar	Lucy and Tom at the seaside
	The Family book The School book	Celebrations (Diwali, Christmas)		Gardener		Julian is a Mermaid
Poetry/Rhyme	Nursery rhymes and songs	Alliteration and rhyme J. Don' 365 poems We're Bear Hunt	Alliteration and rhyme Polar Bear, Polar Bear What do you see?	Alliteration and rhyme Tree by Britta Teckentrup	Alliteration and rhyme Bee by Britta Teckentrup Mad about'	The Rainbow Fish by Marcus Pfister
Key Vocabulary	Family, friends, home, house, brother,	Autumn, season, changes, leaves, cold	Winter, seasonal changes, cold weather, warm	Spring, seasonal changes, grow,	Minibeats, insects, exoskeleton, legs,	Summer, hot weather, hats, sun cream, ice
	sister,uncle, aunty,	weather, christmas,	clothes, snow,wind, ice,	growth, seeds, soil,	wings, antennae,	cream, beach, sea,
	cousins, favourite,	diwali, lanterns,lamps,	freeze, north pole, south	sunlight, water, plants,	shell, habitat, logs,	coast, shells, mermaids,
	special, I, me, my	nativity, baby jesus,	pole, polar animals, bears, penguins,	flowers,	pond, leaves, trees,	pirates, sailors, sand, cliffs, ships, boats



Decode Word-reading 80-120 words Consolidate from
Preschool (?) and
Practise Play listening
skills games, computer
sound games and listen
to the environment
around us to develop
listening skills
Introduce LW Phase 2
teaching. Revise daily as
per LW planning. Assess
in week 5 and 'Keep-up'
interventions put in
place to fill gaps.

#### **Introduce**

Hear and say the initial sound in words e.g. initial sound of their name, initial letter of words in the environment such as 'a' for Asda.

#### **Assess**

Use LW interventions as needed i.e. 1-1 (or small group) 'Keep up' sessions and daily reading.

#### Introduce

Orally segment sounds in simple words and

**Develop** and **Embed**Play listening skills
games, computer

sound games and listen to the environment around us to develop listening skills

Consolidate Phase 2 sounds learning. Revise daily as per LW planning. Assess every 3-5 weeks and 'Keep-up' interventions put in place.

Practise and Develop hearing and saying the initial sound in words e.g. initial sound of their name, initial letter of words in the environment such as f for forest.

Develop and Embed Look at picture books and with support begin to use the language of stories. As LW phonics books are introduced read words and simple sentences.

Introduce

**Practise and Assess** 

Continue the LW phonics scheme working through Phase2 and Introduce Phase 3 sounds in sequence. Revise daily as per LW planning. Assess every 3-5 weeks and 'Keep-up' interventions put in place.

#### **Practise**

As LW phonics books are introduced read words and simple sentences & reading wallets for parents to support at home.

Develop and Embed
Look at picture books and independently begin to use the language of stories.

Prostice

Practise
Children on track
read 3 times weekly
outside the phonics
lesson using their phonics
knowledge so far.
Children not on track will
become daily readers.

**Assess** 

Practise and Assess
Continue the LW
phonics scheme
working through Phase
3 sounds in sequence.
Revise daily as per LW
planning. Assess every
3-5 weeks and 'Keepup' interventions put
in place.

#### **Practise**

As LW phonics books are introduced and moved on, read words and simple sentences & reading wallets for parents to support at home.

## **Practise**

Children on track read 3 times weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.

#### **Assess**

Use LW interventions as needed i.e. 1-1 (or small group) Keep up

Develop and Assess
Continue the LW
phonics scheme
working through P3
sounds, Revise daily
as per LW plans.
Introduce Phase 4.
Revise daily as per
LW planning. Assess
every 3-5 weeks and
'Keep-up'
interventions
put in place.

## Develop

blend them together using the sounds taught so far **Develop**Read more common exception (Tricky) words as they appear in the reading

Segment sounds in

simple words and

# scheme.

Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not Develop and assess
Continue the LW
phonics scheme working
through
Revise, if necessary,
the following day.
Revise daily as per LW
planning. Assess
every 3-5 weeks and
'Keep-up'
interventions put in
place.

#### Develop

As LW phonics books are moved on read words and simple sentences including from word wallets for parents to support at home.

#### **Practise**

Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers with 1:1 or small group keep up sessions.

#### Assess

Use LW interventions as needed i.e. 1-1 or small



blend them together using the sounds taught so far.

Introduce
Link sounds to letters,
naming and sounding
the letters of the
alphabet taught so far
during the day not just
in the phonics session.

Children on track read 3 times weekly outside the phonics lesson using their phonics knowledge so far.

#### **Assess**

Use LW interventions as needed i.e. 1-1 (or small group) Keep up sessions and daily reading.

#### **Practise**

Segment sounds in simple words and blend them together using LW Keep up plans

#### Introduce

Read some common exception words as they appear in the reading scheme.

#### **Practise**

Link sounds to letters, naming and sounding alphabet taught so far during the day not just in the phonics session. Introduce and Assess With some confidence keep up with peers

Use LW 'Keep up' interventions as needed i.e. 1-1 (or small group) Keep up sessions and daily reading.

#### **Practise**

Segment sounds in simple words and blend them together using the sounds taught so faras per LW. Practise Read some common exception words as they appear in the reading scheme.

## **Develop**

Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.

Continue and Assess
With confidence keep up
with peers with phonics
interventions as necessary
i.e. 1-1 (or small group)
Keep up sessions and
daily reading

sessions and daily reading.

## **Develop**

Segment sounds in simple words and blend them together using the sounds taught so far **Practise** 

Read some common exception (Tricky) words as they appear in the reading scheme **Develop** 

Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session. Continue and Assess With confidence keep up with peers with phonics interventions as necessary i.e. 1-1 (or small group) Keep up sessions and daily reading.

just in the phonics session.

Continue and Assess
With confidence keep
up with peers with
phonics interventions
as necessary i.e. 1-1
(or small group) Keep
up sessions and daily
reading.

group keep up sessions and daily reading.

#### **Embed**

Segment sounds in simple words and blend them together using the sounds taught so far **Develop** 

## Read more common exception words as they appear in the reading scheme - using red

## words.

Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session. Continue and Assess Confidently keep up with peers with phonics interventions as necessary i.e. 1-1 or small group keep up sessions and daily reading.



Comprehend, locate and retrieve	Introduce Ensure that children can recall key facts from a story which has been read to them. Introduce With support, ensure children can find information from a picture. Introduce Locate information which can be found easily in the text e.g. What did the 3	with phonics interventions as necessary i.e. 1-1 (or small group) keep up sessions and daily reading  Practise Ensure that children can recall key facts from a story which has been read to them.  Practise With support, ensure children can find information from a picture. Practise Locate information which can be found easily in the text	Practise Ensure that children can recall key facts from a story which has been read to them. Practise With some support, ensure children can find information from a picture. Practise Locate information which can be found easily in the text e.g. Why did he have no	Develop Ensure that children can recall key facts from a story which has been read to them. Develop With some support, ensure children can find information from a picture. Develop Locate information which can be found easily in the text	Develop Ensure that children can recall key facts from a story which has been read to them. Develop Ensure children can find information from a picture independently. Develop Locate information which can be found easily in the text e.g. Can you find some	Embed Ensure that children can recall key facts from a story which has been read to them. Embed Ensure children can find information from a picture independently. Embed Locate information which can be found easily in the text e.g. What colour was the
	children can find information from a picture. Introduce Locate information which can be found easily in the	children can find information from a picture.  Practise Locate information which can be found	children can find information from a picture.  Practise  Locate information which can be found easily in the text	ensure children can find information from a picture.  Develop  Locate information which can be found	information from a picture independently.  Develop  Locate information which can be found easily in the text	information from a picture independently.  Embed  Locate information which can be found easily in the text



Inferential understanding	Introduce Understand the feelings of characters in texts they listen to e.g. How did Goldilocks feel when she saw the broken chair – when the text does not explicitly say so. Introduce With support, use the pictures in texts as clues to what is happening in the story. Introduce Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. The 3 Billy Goats Gruff. Introduce Predict what could happen next in the	Practise Understand the feelings of characters in texts they listen to e.g. How does Stanley feel looking out to sea? — when the text does not explicitly say so. Practise With support, use the pictures in texts as clues to what is happening in the story. Practise Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. The old woman having all the animals in her house Practise Predict what could happen next in the text	Practise Understand the feelings of characters in texts they listen to e.g. How does the little boy feel when he gets hit by snowball? — when the text does not explicitly say so. Practise With some support, use the pictures in texts as clues to what is happening in the story. Practise Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. the snowball disappearing and how that felt. Practise Predict what could happen next in the text.	Develop Understand the feelings of characters in texts they listen to e.g. How do you think Errol will feel today? — when the text does not explicitly say so.  Develop Independently, use the pictures in texts as clues to what is happening in the story. Develop Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. How do the poems make you feel? Develop Predict what could happen next in the text.	Develop Understand the feelings of characters in texts they listen to e.g. How do you think Errol will feel today? — when the text does not explicitly say so.  Develop Independently, use the pictures in texts as clues to what is happening in the story. Develop Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. How do the poems make you feel? Develop Predict what could happen next in the text.	Embed Understand the feelings of characters in texts they listen to e.g. What are the characters feeling? — when the text does not explicitly say so. Embed Independently, use the pictures in texts as clues to what is happening in the story. Embed Begin to be able to recognise the feelings in the mood of a setting, such as a scary forest or a funny event e.g. how does he feel e=when he rides his bus? Embed Predict what could happen next in the text.
Respond to text: evaluation response to author authorial effect and intent	Consolidate from Pre- school Show pleasure in stories being read to them.	Continue Show pleasure in stories being read to them. Continue	Show pleasure in stories being read to them. Continue	Continue Show pleasure in stories being read to them. Continue	Continue Show pleasure in stories being read to them. Continue	Continue Show pleasure in stories being read to them Embed



effect of
vocabulary

#### **Introduce**

Discuss the features of a book including the title, author, illustrator, blurb.

#### Introduce

Understand where they can access books in the school and in the community e.g. discuss what a library is and where our local one is.

## Consolidate from Preschool

Enjoy sharing poems and rhymes together.

## Introduce

Sometimes look at a book out of choice in the Reading Nook or KS1 library rather than something else. Introduce Begin to have favourite texts which they ask for repeatedly. Introduce

Begin to discuss a favourite character or a favourite story. Introduce

Discuss the features of a book including the title, author, illustrator, blurb.

#### Continue

Enjoy sharing poems and rhymes together. Continue Sometimes look at a book out of choice in the Reading Nook or KS1 library rather than something else.

#### **Practise**

Begin to have favourite texts which they ask for repeatedly.

#### **Practise**

Begin to discuss a favourite character or favourite story. **Practise** 

With adult modelling, may be able to say why things happened in the text.

#### **Practise**

Remember the words they have heard e.g. repeating refrains and Discuss the features of a book including the title, author, illustrator, blurb. Continue

Enjoy sharing poems and rhymes together.

Continue

Often look at a book out of choice in the Reading Nook or KS1 library rather than something else.

#### **Practise**

Sometimes find favourite texts which they ask for repeatedly.

## **Practise**

With some support, discuss a favourite character or a favourite story.

## **Practise**

With support, may be able to say why things happened in the text. **Practise** 

Remember the words they have heard e.g. repeating refrains and rhyming words.

## **Practise**

Begin, with some

Discuss the features of a book including the title, author, illustrator, blurb. Continue Enjoy sharing poems and rhymes together. Continue Independently look at a book out of choice in the Reading Nook or KS1 library rather than something else.

## Develop

Independently find favourite texts which they ask for repeatedly.

## Develop

With some support, discuss a favourite character or a favourite story. Develop

With some support, may be able to say why things happened in the text.

## Develop

Remember the words they have heard e.g.

Discuss the features of a book including the title, author, illustrator, blurb.

#### Continue

and rhymes together. Continue Independently look at a book out of choice

Enjoy sharing poems

in the Reading Nook or KS1 library rather than something else.

## Develop

Independently find favourite texts which they ask for repeatedly.

## Develop

Independently, discuss a favourite character or favourite story. Develop

Independently, may able to say why things happened in the text. Introduce Sometimes read a familiar text aloud to

Discuss the features of a book including the title, author, illustrator, blurb. Continue Enjoy sharing poems and rhymes together. Continue Independently look at a book out of choice in the Reading Nook or KS1 library rather than something else.

#### **Embed**

Independently find favourite texts which they ask for repeatedly

#### **Embed**

Independently, discuss a favourite character or a favourite story.

#### **Embed**

Independently, may be able to say why things happened in the text.

#### **Practise**

Sometimes read a familiar text aloud to themselves.

#### **Embed**

Remember the words they have heard e.g. repeating refrains and rhyming words.



things happened in the text.  Introduce  Remember the words  things happened in the separation of the text.  Begin, with some support, to be able explain how the pictures relate to the story.  Practise  With some support, point to parts of the text in to parts of the text in support, and the support of the text in th	they have heard e.g. repeating refrains and rhyming words.	explain how the pictures relate to the story.  Embed Independently, point to
they have heard e.g. repeating refrains and rhyming words.  Introduce Begin, with support, to be able explain how the pictures relate to the story.  Introduce Begin, with adult modelling, point to parts of the text in answer to questions.  Introduce Begin, with adult modelling, point to parts of the text in answer to questions.  Introduce Begin, with adult modelling, point to parts of the text in answer to questions.  Introduce Begin, with adult modelling, point to parts of the text in answer to questions.  Introduce Begin, with adult modelling, point to parts of the text in answer to questions.  Introduce Begin, with adult modelling, point to parts of the text in answer to questions.  Introduce Begin, with adult modelling, point to parts of the text in answer to questions.  Continue Discuss the features of a book including the title, author, illustrator, blurb. Continue Enjoy sharing poems and rhymes together. Continue Often look at a book out of choice in the Reading Nook or KS1 library rather than something else. Develop Sometimes find favourite	Develop Independently, be able explain how the pictures relate to the story. Develop With some support, point to parts of the text in answer to questions.	parts of the text in answer to questions.
texts which they ask for repeatedly.  Fluency and Introduce Introduce and Develop and Embed Develop	Develop	Embed
phrasing: Join in with a refrain Practise Recognise and read their Join in with a refrain	Join in with a refrain	Join in with a refrain
reading at 90% during group recitation. Begin to recognise, name automatically.	during group	during group recitation.
accuracy Consolidate from Pre- with support, and Practise recitation.	recitation.	Embed
without overt school read their name. Join in with a refrain Develop	Develop	Recite rhymes to a given
segmenting and Practise during group recitation. Recite rhymes to a	Recite rhymes to a	rhythm, perhaps
blending Practise given rhythm, perhaps	given rhythm,	



automaticity	Recite some familiar	Join in with a refrain	Recite rhymes to a given	marching or clapping	perhaps marching or	marching or clapping to
phrasing	rhymes and songs by	during group	rhythm, perhaps	to the beat.	clapping to the beat.	the beat.
appropriate to	heart.	recitation.	marching or clapping to		Develop	Develop
meaning		Introduce	the beat.	Develop	With some support,	With minimal support,
		Recite rhymes to a	Practise	With some support,	read	read words and simple
		given rhythm, perhaps	With support, read words	read	words and simple	sentences, showing
		marching or clapping	and simple sentences,	words and simple	sentences, showing	understanding by the
		to	showing understanding by	sentences, showing	understanding by the	way they say it.
		the beat.	the	understanding by the	way they say it.	Develop
		Introduce	way they say it.	way they say it.	Develop	With some support,
		With support, begin	Introduce, Practise and	Practise	With some support,	sight-read familiar labels
		to read words and	Embed	With support, sight-	sight-read familiar	and words in the
		simple sentences,	Sing the alphabet	read familiar labels	labels and words in	environment e.g. snack,
		showing	song.	and words in the	the environment e.g.	look what I did today.
		understanding by the	Introduce	environment e.g.	snack, look what I did	Develop
		way they say it.	With support, sight-read	snack, milk.	today.	With increasing
		Introduce	familiar labels and words	Practise	Develop	confidence, recognise
		Begin to Tricky words	in the environment e.g.	With support,	With increasing	and independently read
		(CEW) in the order as	snack, milk.	recognise and read	confidence, recognise	many common
		introduced by the LW	Introduce	some more common	and begin to read	exception words with
		scheme	With support, recognise	exception words.	independently many	automaticity.
			and read some common	Practise and Assess	common exception	Practise and Assess
			exception words.	Continue to Tricky	words with some	Continue to Tricky words
			Practise and Assess	words (CEW) in the	automaticity.	(CEW) in the order as
			Continue to Tricky words	order as introduced by	Practise and Assess	introduced by the LW
			(CEW) in the order as	the LW scheme	Continue to Tricky	scheme
			introduced by the LW		words (CEW) in the	
			scheme		order as introduced	
					by the LW scheme	
Reading/Writing	Mark making, Phase 2	Phase 2 Initial sounds	Writing own name clearly	Phase 3 sounds,	Phase 3 sounds,	Phase 3/4 sounds,
Opportunities	sounds	and CVC; labelling,	and consistently.	instructions, labelling,	Labelling minibeasts'	seaside stories, fantasy
		role play (Santa letter,	Winter wonderland	lists	writing features of	fiction; mermaids,
		writing areas etc.	writing materials	Non fiction	Non fiction	pirates, creative writing



Reading Curriculum Year 1 Topic	Seasons The Little Red Hen Geography	Hot and Cold Countries Lost and Found Geography	Old and New Toys Old Bear <mark>History</mark>	We're going on a Bear Hunt Geography	Bob the Man on the Moon <mark>History</mark>	Timelines and life-cycles History The Pencil
Торіс	O Leighted Pair Faragonia Saint Little Red . Hen	Blow Blow Blow Blow Blow Blow Blow Blow	Old Bear	We're Going on a Bear Hunu Mitheel Roses Italia Osesbory	MAN & MOON	The Pencil
Key Texts/ Authors	Traditional Tales	Oliver Jeffers; Rob Biddulph	Jane Hissey	Michael Rosen	Simon Bartram	Allan Ahlberg Diary of a Worm - Science
Vipers	Lost and Found Oliver Jeffers	Sulwe by Lupita Nyong'o	Badgers Parting Gifts by Susan Varley	Bubbles Film Vipers	Ada Twist, Scientist by Andrea Beaty	After the Fall, How Humpty Dumpty Got Back Up Again Dan Santat
Poetry/Rhyme	Acrostic Poems and Lists 'Friends' by John P. Read	Acrostic Poems - Bleezer's Ice Cream' by Jack Prelutsky	Free Verse Matt Goodfellow 'When I Swing'	Free Verse Matt Goodfellow 'Caterpillar Cake'	Riddles – The Works	Riddles – The Works
Key Vocabulary	The Little Red Hen Seasons, Spring, Summer, Autumn, Winter Leaves Seeds, berries and fruit Clouds Weather Harvest Bread, cook, ingredients, method, equipment	Climate Continent Ocean Desert Antarctica Mountain Temperature Thermometer	Queen Victoria Victorian 20th century 21st century materials wooden toys metal toys plastic toys	Landscape Compass Physical features Human features Climate Weather Map Hibernation Environment Key Onomatopoeia	Space Planet Rocket Astronaut Constellation Moon Stars Gravity International Space Station orbiter	Life cycle Offspring Young Mammal Bird Fish Reptile Amphibian Carnivore Herbivore Omnivore



					rocket boosters external tank	Species
Decode / word-	Consolidate from Year R	Assess	Practise	Assess	Develop	Assess
reading:	and Continue	Apply phonic knowledge	Apply phonic knowledge	Apply phonic knowledge	Apply phonic knowledge	Apply phonic knowledge
	Continue to apply phonic	and skills as the route to	and skills as the route to	and skills as the route to	and skills as the route to	and skills as the route to
	knowledge and skills as the	decode words.	decode words.	decode words.	decode words.	decode words.
	route to decode words.	Practise	Introduce and Practise	Develop	Embed	Assess
	Introduce	Apply phonic knowledge	Respond speedily with the	Respond speedily with	Respond speedily with	Respond speedily with the
	Apply phonic knowledge	and skills for all 40+	correct sound to graphemes	the correct sound to	the correct sound to	correct sound to
	and skills for all 40+	phonemes;	for all 40+ phonemes,	graphemes for all 40+	graphemes for all 40+	graphemes for all 40+
	phonemes;	Practise	including, where applicable,	phonemes, including,	phonemes, including,	phonemes, including,
	Introduce	Read accurately by	alternative sounds for	where applicable,	where applicable,	where applicable,
	Read accurately by	blending sounds in	graphemes.	alternative sounds for	alternative sounds for	alternative sounds for
	blending sounds in	unfamiliar words	Practise	graphemes.	graphemes.	graphemes.
	unfamiliar words using the	containing GPCs that	Read accurately by blending	Develop	Embed	Assess
	GPCs they know.	have been taught.	sounds in unfamiliar words	Read accurately by	Read accurately by	Read accurately by
	Consolidate from Year R	Practise	containing GPCs that have	blending sounds in	blending sounds in	blending sounds in
	and Continue	Read common exception	been taught.	unfamiliar words	unfamiliar words	unfamiliar words containing
	Continue to read common	words for Year 1, noting	Practise	containing GPCs that	containing GPCs that	GPCs that have been
	exception words from Year	unusual	Read common exception	have been taught.	have been taught.	taught.
	R, noting unusual	correspondences	words for Year 1, noting	Develop	Develop	Assess
	correspondences between	between spelling and	unusual correspondences	Read common exception	Read common exception	Read common exception
	spelling and sound and	sound and where these	between spelling and sound	words for Year 1, noting	words for Year 1, noting	words for Year 1, noting
	where these occur in the	occur in the word.	and where these occur in	unusual correspondences	unusual	unusual correspondences
	word.	Practise and Assess	the word.	between spelling and	correspondences	between spelling and
	Introduce	Read aloud accurately	Practise and Assess	sound and where these	between spelling and	sound and where these
	Read some of the common	books that are	Read aloud accurately books	occur in the word.	sound and where these	occur in the word.
	exception words for Y1	consistent with their	that are consistent with	Develop and Assess	occur in the word.	Assess
	Consolidate from Year R,	developing phonic	their developing phonic	Read aloud accurately	Embed and Assess	Read aloud accurately
	Continue and Assess	knowledge and that do	knowledge and that do not	books that are consistent	Read aloud accurately	books that are consistent
	Read aloud accurately	not require them to use	require them to use other	with their developing	books that are	with their developing
			strategies to work	phonic knowledge and	consistent with their	phonic knowledge and that



books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Consolidate from Year R, Continue and Assess

Continue the LW phonics scheme

Assessments every 6 weeks - start daily catch-up sessions according to assessments

#### Introduce

daily

reading groups

Read words of more than one syllable that contain the taught GPCs; Consolidate from Year R. Continue and Assess Develop confidence and

keep up with peers with

other strategies to work out words.

Continue and Assess Continue the LW phonics scheme Assessments every 6 weeks - start daily catchup sessions according to

#### assessments Practise

Read other words of more than one syllable that contain taught GPCs.

#### Introduce

GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.

Continue and Assess

Develop confidence and keep up with peers with dailv reading groups

out words.

**Revise and Practise** 

Read words containing taught GPCs and -ing, -ed.

Continue and Assess Continue the LW phonics

scheme

Assessments every 6 weeks - start daily catch-up sessions according to assessments

**Practise** 

Read other words of more than one syllable that contain taught GPCs.

Introduce

Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.

#### **Practise**

GPCs and words containing a range of endings e.g. -es, er, -ing, ed.

Continue and Assess

Develop confidence and keep up with peers with daily reading groups

that do not require them to use other strategies to work

out words.

**Revise and Practise** 

Read words containing taught GPCs and -s, -es. Develop

Read words containing taught GPC's and -ing, ed.

Continue and Assess

Continue the LW phonics scheme

Assessments every 6 weeks – start daily catchup sessions according to assessments

Revise

Read other words of more than one syllable that contain taught GPCs.

#### Practise

Re-read books to gain confidence with word reading; page count increases to encourage reading stamina. Practise

GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.

Continue and Assess

developing phonic knowledge and that do not require them to use other strategies to work out words.

**Revise and Practise** Read words containing taught GPCs and -er, -

est.

Develop

Read words containing taught GPC's and -ing, ed, -s, -es.

Continue and Assess

Continue the LW phonics scheme Assessments every 6 weeks – start daily catch-up sessions according to assessments

#### **Embed**

Read other words of more than one syllable that contain taught GPCs.

#### Practise

Re-read books to gain confidence with word reading; page count increases to encourage reading stamina. Introduce

do not require them to use other strategies to work out words.

#### **Embed**

Read words containing taught GPCs and -s, -es, ing, -ed, -er and -est endings.

#### Assess

Continue the LW phonics scheme Assessments every 6 weeks - start daily catch-up

sessions according to assessments

#### Assess

Read other words of more than one syllable that contain taught GPCs.

#### Revise

Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.

#### Practise

To be able to read words with contractions e.g. I'm. can't. we'll.

#### **Practise**

To understand that an apostrophe in a contraction represents omitted letters

**Embed** 

GPCs and words



				Develop confidence and keep up with peers with daily reading groups	To be able to read words with contractions e.g. I'm, can't, we'll. Introduce To understand that an apostrophe in a contraction represents omitted letters. Revise GPCs and words containing a range of endings e.ges, -er, -ing, ed, est. Continue and Assess Develop confidence and keep up with peers with daily reading groups	containing a range of endings e.ges, -er, -ing, ed, est. Continue and Assess Develop confidence and keep up with peers with daily reading groups
Comprehend,	Consolidate from Year R	Practise	Develop	Develop	Develop	Develop
locate and	and continue Continue to develop	Develop pleasure in reading, motivation to	Develop pleasure in reading, motivation to read,	Develop pleasure in reading, motivation to	Develop pleasure in reading, motivation to	Develop pleasure in reading, motivation to
retrieve:	pleasure in reading,	read, vocabulary and	vocabulary and	read, vocabulary and	read, vocabulary and	read, vocabulary and
	motivation to read,	understanding.	understanding.	understanding.	understanding.	understanding.
	vocabulary and	Introduce	Develop	Develop	Practise	Develop
	understanding.	Listen to and discuss a	Listen to and discuss a wide	Listen to and discuss a	Reading, listening to and	Reading, listening to and
	Consolidate from Year R	wide range of poems at	range of stories at a level	wide range of stories at a	discuss a wide range of	discuss a wide range of
	and continue Listen to and discuss a	a level beyond that at	beyond that at which they	level beyond that at which they can read	stories at a level beyond that at which they can	non-fiction at a level beyond that at which they
	wide range of stories at a	which they can read independently.	can read independently. Practise	independently.	read independently.	can read independently.
	level beyond that at which	Introduce and Practise	Become very familiar	Develop	Develop	Develop
	they can read	Link what they read or	with key stories, fairy stories	Become very familiar	Become confident with	Link what they read or hear
	independently.	hear read to their own	and traditional tales,	with key stories, fairy	key stories, fairy stories	read to their own
	Introduce	experiences.	retelling them and	stories and traditional	and traditional tales,	experiences.
	Begin to become familiar	Practise	considering their particular	tales, retelling them and	retelling them and	Embed
	with key stories, fairy		characteristics.		considering their	



stories and traditional tales, retelling them and considering their particular characteristics.

#### Introduce

Recognise and join in with predictable phrases.

#### Introduce

Learn to appreciate rhymes and poems, and to recite some by heart.

#### Introduce

Discuss word meanings, linking new meanings to those already known. Consolidate from Year R

Talk about the title and how it relates to the events in the text.

#### Introduce

and Continue

With adult modelling. understand and explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.

#### Introduce

Retrieve answers to simple literal who, what, when, and how questions.

Recognise and join in with predictable phrases.

#### Practise

Learn to appreciate rhymes and poems, and to recite some by heart. Introduce

Drawing on what they already know or on background information and vocabulary provided by the teacher.

#### Practise

Talk about the title and how it relates to the events in the text.

Practise and Assess With adult modelling, understand explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. kev characters. places and events.

#### Practise

Retrieve answers to simple literal who, what. where, when and how questions.

#### **Practise**

Recognise and join in with predictable phrases.

#### **Practise**

Draw on what they already know or on background information and vocabulary provided by the teacher.

#### Introduce

With adult support, use growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.

#### **Practise**

Talk about the title and how it relates to the events in the text.

#### **Practise**

With some support, explain key facts about what is read to them from a variety of texts, including poems, nonfiction and stories e.g. key characters, places and events.

#### Practise

Retrieve answers to simple literal who, what, where, when, which and how questions.

considering their particular characteristics. Develop

## Recognise and join in with predictable phrases. Develop

Draw on what they already know or on background information and vocabulary provided by the teacher. Introduce Explain clearly their understanding of what is read to them.

#### Practise

With adult support, use growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.

## Develop

Talk about the title and how it relates to the events in the text. Develop and Assess Independently, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.

particular characteristics.

## Develop

Recognise and join in with predictable phrases.

### Develop

Draw on what they already know or on background information and vocabulary provided by the teacher.

## **Practise**

Explain clearly their understanding of what is read to them.

### Develop

With some independence, use growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.

## Develop

Talk about the title and how it relates to the events in the text. Develop Independently, explain

key facts about what is read to them from a variety of texts, including poems, non-

Recognise and join in with predictable phrases. Develop Learn to appreciate rhymes and poems, and to recite some by heart.

Draw on what they already know or on background information and vocabulary provided by the teacher.

#### Develop

Explain clearly their understanding of what is read to them.

#### **Embed and Assess**

With increasing independence, use growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text;

#### **Embed**

Talk about the title and how it relates to the events in the text.

#### Develop and Assess

Independently and with confidence, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g.



				Develop Retrieve answers to simple literal who, what, where, when, which and how questions.	fiction and stories e.g. key characters, places and events. Develop Retrieve answers to simple literal who, what, where, when, which and how questions.	key characters, places and events.  Embed Retrieve answers to simple literal who, what, where, when, which and how questions.
c.c	Introduce	Practise With support participate	Practise With some support	Develop	Develop	Embed Independently and
	Discuss word meanings, linking new meanings to those already known.  Continue  Discuss the significance of the title and events. What does The Little Red Hen do? Does the title give us information about the text?  Introduce  Make inferences on the basis of what is being said and done in their own reading.  Introduce  Make simple inferences when a book is read to them e.g. How does The Little Red Hen when no one is helping her?, or why the cat called 'lazy'?  Introduce  With adult modelling, predict what might happen next in a sequenced story,	With support, participate in discussion about what is read to them, taking turns and listening to what others say.  Practise and Develop Discuss word meanings, linking new meanings to those already known including climate, temperature, Antarctica Practise Listen to, share and discuss a wide range of high-quality poetry books which are beyond those they can read by themselves. Introduce With adult modelling, develop a love of reading Practise With support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.	With some support, participate in discussion about what is read to them, taking turns and listening to what others say. Practise and Develop Discuss word meanings, linking new meanings to those already known. Introduce With support, explain clearly their understanding of what is read to them. Practise Listen to, share and discuss a wide range of high-quality rhyming books which are beyond those they can read by themselves Practise With some support, develop a love of reading Practise With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.	With decreasing support, participate in discussion about what is read to them, taking turns and listening to what others say.  Practise and Develop Discuss word meanings, linking new meanings to those already known including landscape, onomatopoeia Practise With some support, explain clearly their understanding of what is read to them.  Develop Listen to, share and discuss a wide range of high-quality information text books which are beyond those they can read by themselves Develop	Independently, participate in discussion about what is read to them, taking turns and listening to what others say. Practise and Develop Discuss word meanings, linking new meanings to those already known including journey, astronaut, planet, Earth Develop Independently, explain clearly their understanding of what is read to them. Develop Listen to, share and discuss a wide range of high-quality non-fiction books which are beyond those they can read by themselves. Develop Confidently, develop a love of reading	Independently and confidently, participate in discussion about what is read to them, taking turns and listening to what others say. Practise and Develop Discuss word meanings, linking new meanings to those already known including recycle, location, locality Embed Independently and confidently, explain clearly their understanding of what is read to them. Develop Listen to, share and discuss a wide range of high-quality story books which are beyond those they can read by themselves, Develop Continue to develop a love of reading Develop



	hand an other hands	Desetion	Davida:	NA/IAIn in anna aire a	Davidan	NACE to superior and find the con-
	based on what has been	Practise	Develop	With increasing	Develop	With increasing confidence,
	read so far.	Talk about words they	Talk about words they know	confidence, develop a	With some confidence,	listen to and use new
	Introduce	know or like.	or like.	love of reading	listen to and use new	words in texts read aloud
	Begin to explain their	Introduce	Introduce and Practise	Develop	words in texts read	to them, which broaden
	understanding of what is	Draw links between the	With support, learn some	With some support,	aloud to them, which	their vocabulary.
	read to them, beyond that	text and some of their	ways to find information in	listen to and use new	broaden their	Embed
	which is explicitly stated.	own experiences.	non-fiction texts.	words in texts read aloud	vocabulary.	Draw links between the
		Practise	Develop	to them, which broaden	Develop	text and some of their own
		With adult support, learn	With support, learn to	their vocabulary.	Draw links between the	experiences.
		to appreciate poems and	appreciate poems and	Embed	text and some of their	Develop
		rhymes, beginning to	rhymes, beginning to	Talk about words they	own experiences.	With some independence,
		express reasons for	express reasons for	know or like.	Develop	find information in non-
		preferences.	preferences.	Practise	With some support	fiction texts.
				Draw links between the	learn some ways to find	Embed
				text and some of their	information in non-	Independently, learn to
				own experiences.	fiction texts.	appreciate poems and
				Develop		rhymes, beginning to
				With support, learn to		express reasons for
				appreciate poems and		preferences.
				rhymes, beginning to		
				express reasons for		
				preferences.		
Respond to text:	Consolidate from Year R	Practise	Practise	Develop	Develop	Embed
	and Continue	With support, participate	With some support,	With decreasing support,	Independently,	Independently and
	With support, participate	in discussion about what	participate in discussion	participate in discussion	participate in discussion	confidently, participate in
	in discussion about what is	is read to them, taking	about what is read to them,	about what is read to	about what is read to	discussion about what is
	read to them, taking turns	turns and listening to	taking turns and listening to	them, taking turns and	them, taking turns and	read to them, taking turns
	and listening to what	what others say.	what others say. Practise	listening to what others	listening to what others	and listening to what
	others say. Introduce	Practise and Develop	and Develop	say.	say.	others say. Practise and
	Discuss word meanings,	Discuss word meanings,	Discuss word meanings,	Practise and Develop	Practise and Develop	Develop
	linking new meanings to	linking new meanings to	linking new meanings to	Discuss word meanings,	Discuss word meanings,	Discuss word meanings,
	those already known.	those already known	those already known.	linking new meanings to	linking new meanings to	linking new meanings to
	Introduce	including climate,	Introduce	those already known	those already known	those already known
	Listen to, share and discuss	temperature, Antarctica	With support, explain clearly	including landscape,	including journey,	including recycle, location,
	a wide range of high-	Practise	their understanding of what	onomatopoeia	astronaut, planet, Earth	locality
	quality story books which		is read to them.	Practise	Develop	Embed
,	•				•	



are beyond those they can read by themselves.

#### Introduce

Talk about words they know or like.

#### Introduce

With adult support, learn to appreciate poems and rhymes, beginning to express reasons for preferences.

#### Introduce

With adult modelling, listen to new words in texts read aloud to them, which broaden their vocabulary Listen to, share and discuss a wide range of high-quality poetry books which are beyond those they can read by themselves.

#### Introduce

With adult modelling, develop a love of reading Practise

With support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.

#### Practise

Talk about words they know or like.

#### Introduce

Draw links between the text and some of their own experiences.

#### Practise

With adult support, learn to appreciate poems and rhymes, beginning to express reasons for preferences.

#### **Practise**

Listen to, share and discuss a wide range of high-quality rhyming books which are beyond those they can read by themselves

#### Practise

With some support, develop a love of reading;

#### **Practise**

With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.

## Develop

Talk about words they know or like.

## **Introduce and Practise**

With support, learn some ways to find information in non-fiction texts.

## Develop

With support, learn to appreciate poems and rhymes, beginning to express reasons for preferences.

With some support, explain clearly their understanding of what is read to them.

#### Develop

Listen to, share and discuss a wide range of high-quality information text books which are beyond those they can read by themselves

#### Develop

With increasing confidence, develop a love of reading;

## Develop

With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.

#### **Embed**

Talk about words they know or like.

#### Practise

Draw links between the text and some of their own experiences.

## Develop

With support, learn to appreciate poems and rhymes, beginning to express reasons for preferences

Independently, explain clearly their understanding of what is read to them.

#### Develop

Listen to, share and discuss a wide range of high-quality non-fiction books which are beyond those they can read by themselves.

### Develop

Confidently, develop a love of reading;

## Develop

With some confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.

#### Develop

Draw links between the text and some of their own experiences.

#### Develop

With some support learn some ways to find information in nonfiction texts. Independently and confidently, explain clearly their understanding of what is read to them.

#### Develop

Listen to, share and discuss a wide range of high-quality story books which are beyond those they can read by themselves,

#### Develop

Continue to develop a love of reading;

#### Develop

With increasing confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.

#### **Embed**

Draw links between the text and some of their own experiences.

#### Develop

With some independence, find information in non-fiction texts.

#### **Embed**

Independently, learn to appreciate poems and rhymes, beginning to express reasons for preferences.



# Fluency and phrasing

Consolidate from Year R and continue

Apply phonic knowledge and skills as the route to decode words.

#### Introduce

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Consolidate from Year R and continue

Continue to read common exception words from Year R, noting unusual correspondences between spelling and sound and where these occur in the word.

#### Introduce

Read the common exception words for Year 1 Consolidate from Year R, continue and Assess Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Introduce

Recite some familiar complete rhymes and songs by heart. Introduce

#### Assess

Apply phonic knowledge and skills as the route to decode words.

#### Practise

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Practise

Read common exception

words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

Practise and Assess

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

## Practise

Recite some familiar complete rhymes and songs by heart.

## **Practise**

Use body percussion or instruments to hold the beat.
Practise

#### Introduce

Check that the text makes sense to them as they read and correcting inaccurate reading.

#### Practise

Apply phonic knowledge and skills as the route to decode words.

Introduce and Practise

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

#### **Practise**

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

#### **Practise**

Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

**Practise and Assess** 

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

#### Practise

Check that the text makes sense to them as they read and correcting inaccurate reading.

#### Assess

Apply phonic knowledge and skills as the route to decode words.

**Develop and Assess** 

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

### Develop

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

## Develop

Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

Develop and Assess
Read aloud accurately

Read aloud accurately books that are consistent with their developing phonic knowledge and

#### Develop

Check that the text makes sense to them as they read and correcting inaccurate reading.

### Develop

Apply phonic knowledge and skills as the route to decode words.

#### **Embed**

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

#### **Embed**

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

#### **Embed**

Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

Embed and Assess Read aloud accurately books that are consistent with their developing phonic

#### Develop

Check that the text makes sense to them as they read and correcting inaccurate reading.

#### Assess

Apply phonic knowledge and skills as the route to decode words.

#### Assess

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

#### Assess

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

#### Assess

Read common exception words from Year 1, noting unusual correspondences between spelling and sound and where these occur in the word.

#### **Assess**

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use



	Use body percussion or	Recognise and join in	Practise	that do not require them	knowledge and that do	other strategies to work
	instruments to hold the	with predictable	Recite some familiar	to use other strategies to	not require them to use	out words.
	beat.	phrases. Practise		work out words.	•	Embed
	Introduce		complete rhymes and songs		other strategies to work	Recite some familiar
		Say or sing the alphabet	by heart. Practise	Develop Recite some familiar	out words.	
	Recognise and join in with	in sequence.			Develop	complete rhymes and songs
	predictable phrases.	Introduce	Recognise and join in with	complete rhymes and	Recite some familiar	by heart.
	Introduce	Read aloud, checking	predictable phrases.	songs by heart.	complete rhymes and	Develop
	Say or sing the alphabet in	that it 'sounds right' and	Develop	Develop	songs by heart.	Use body percussion or
	sequence.	that the text makes	Say or sing the alphabet in	Recognise and join in	Develop	instruments to hold the
		sense to them; with	sequence.	with predictable phrases.	Recognise and join in	beat.
		support, notice sentence	Introduce	Embed	with predictable	Embed
		punctuation.	Sound and blend unfamiliar	Say or sing the alphabet	phrases.	Recognise and join in with
		Introduce	printed words quickly and	in sequence.	Develop	predictable phrases.
		Re-read favourite books	accurately using their	Practise	Sound and blend	Embed and Assess
		to themselves, to gain	phonemic knowledge and	Sound and blend	unfamiliar printed words	Sound and blend unfamiliar
		confidence with word	skills.	unfamiliar printed words	quickly and accurately	printed words quickly and
		reading and fluency.	Practise	quickly and accurately	using their phonemic	accurately using their
			Read aloud, checking that it	using their phonemic	knowledge and skills.	phonemic knowledge and
			'sounds right' and that the	knowledge and skills.	Develop	skills.
			text makes sense to them;	Practise	Read aloud, checking	Embed
			with support, notice	Read aloud, checking that	that it 'sounds right' and	Read aloud, checking that it
			sentence punctuation.	it 'sounds right' and that	that the text makes	'sounds right' and that the
			Practise	the text makes sense to	sense to them; with	text makes sense to them;
			Re-read favourite books to	them; with support,	support, notice sentence	with support, notice
			themselves, to gain	notice sentence	punctuation.	sentence punctuation.
			confidence with word	punctuation.	Develop	Embed
				Practise	Re-read favourite books	Re-read favourite books to
				Re-read favourite books	to themselves, to gain	themselves, to gain
				to themselves, to gain	confidence with word	confidence with word
				confidence with word	reading and fluency.	reading and fluency.
Cross Curricular	Geography	Geography	History	Geography	History	History
	DT	Science	Science	Forest School	DT	PSHE
	Science	Art	Computing	PSHE	Science	Science
					Music	Geography



Reading/Writing	Narrative-Traditional Tales	Narrative- settings and	Narrative- stories with a	Information texts-facts	Narrative-stories about	Narrative- stories about
Opportunities	Retelling a story- Makaton	characters	familiar setting	about landscapes, cliffs,	Fantasy Worlds	animal changes
1	Handwriting- ensure	Oral rehearsal of	Non-fiction-instructions,	prepositions		Information texts-plants,
	correct posture and pencil	sentences for writing	how to play with games and		Creative writing	animals
	grip	Recounts- walk around	toys	Our school landscape-		Recounts, diary writing
	Labels lists and captions-	local area	Writing instructions for	labels, lists and captions-	Writing instructions for	Labelling plants, animals,
	harvest/autumn/fruit	Labels lists and captions-	outdoor games	maps	rockets	writing facts files
	captions outside	climates/animals	Lost toys posters	Recycling rubbish		
	Autumn walk					



Reading Curriculum Year 2 Topic	Emma Jane's Aeroplane History	Christmas Around the World Geography The Lonely Christmas Tree	The Great Fire of London  History	The Owl who was Afraid of the Dark Geography	Castles Non-fiction History	The Lighthouse Keeper's Lunch <mark>Geography</mark>
	numa Janes Aeroplane	Line Lone by & CHRISTMAS TREE	The Great Fire of Loridon	Jill Tomlinson  Decovil  Who o'll  of to be	Castles	Lighthouse Keeper's Lunch
Key Texts/ Authors	Katie Haworth	Chris Naylor-Ballesteros	Liz Gogerly	Jill Tomlinson	Katie Daynes	Ronda Armitage
Vipers	Caterpillar Shoes Film Vipers	The Great Kapok Tree by Lynne Cherry	The Koala Who Could by Rachel Bright	The Dark by Lemony Snicket and Jon Klassen	Something Else by Kathryn Cave Chris Riddell	Peter Pan JM Barrie
Poetry/Rhyme	Free Verse poem Laura Mucha Thought Machine'	Free Verse poem 'Being Me' Laura Mucha	Repeating Pattern Poems Down Behind the Dustbin' by Michael Rosen	Repeating Pattern Poems Where go the boats?' by Robert Louis Stevenson	Shape & Diamante Poems In a Twist, Emperor Penguin by Liz Brownlee	Shape & Diamante Poems Liz Brownlee
Key Vocabulary	Emma Jane, aeroplane, New York, Sydney, London, Paris, Venice, Beijing, Wombat, Pigeon, Fox, Lion, Dragon, Rooster	Lonely, Christmas Tree, Father Christmas	London, fire, Samuel Pepys, burning, baker, Pudding Lane, King Charles II, diary, cart	Owl, afraid, scared, dark, boy, girl, Father Christmas Mummy, Dadd, Plop, fireworks, astronomer,	Castle, drawbridge, keep, moat, tower, flags, knight, shield, sword, portcullis, turret, ramparts	Seaside, lighthouse Beach, cottage, Mr And Mrs Grinling, Food, lunch, seagulls,



## Decode / wordreading

## Consolidate from Year 1 and Assess

Apply phonic knowledge and skills as the route to decode words. Consolidate from Year 1 Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

#### Consolidate from Year 1

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

#### Consolidate from Year 1

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

## Consolidate from Year 1 and continue

Read other words of more than one syllable that contain taught GPCs.

#### Consolidate from Year 1

Read words with contractions e.g. I'm, can't, we'll.

Introduce, Practise and assess Understand that an

#### Introduce

With adult support, begin to read accurately words of two or more syllables that contain the same graphemes.

#### **Practise**

Read words containing common suffixes, with some support

## Introduce, Practise and Assess

Begin to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes.

#### **Practise**

Re-read familiar books to build up their fluency and confidence in word reading.

#### **Assess**

Use reading skills to answer question about a text.

## Develop

Read aloud accurately books that are consistent

#### Practise

With some support, read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.

#### Practise

With some support, read accurately words of two or more syllables that contain the same graphemes.

#### Practise

Read words containing common suffixes, with minimal support.

#### **Introduce and Assess**

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

#### **Practise**

Re-read familiar books to build up their fluency and confidence in word reading.

#### **Practise**

With some independence, read accurately words of two or more syllables that contain the same graphemes.

#### **Develop**

Read words containing common suffixes, with increasing independence.

#### **Introduce**

Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.

#### **Practise and Assess**

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

## Develop

Re-read familiar books to build up their fluency and confidence in word reading.

#### Develop

Accurately read words of two or more syllables that contain the same graphemes.

**Develop** To read words containing common suffixes independently.

#### Introduce

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

#### **Practise and Assess**

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

#### Develop

Re-read familiar books to build up their fluency and confidence in word reading.

#### Develop

Accurately read words of two or more syllables that contain the same graphemes.

#### **Embed**

To read words containing common suffixes independently.

#### **Embed**

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

#### **Embed**

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

#### **Embed**

Re-read familiar books to build up their fluency and confidence in word reading.

#### **Embed**

Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.

Assess



	apostrophe in contractions represents omitted letters. Introduce and Practise Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Introduce Re-read familiar books to build up their fluency and confidence in word reading Introduce Begin to read some words containing common suffixes	with their developing phonic knowledge and that do not require them to use other strategies to work out words.		Assess Use reading skills to answer question about a text	Practise and Develop Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered	Use reading skills to answer question about a text
Comprehend, locate and retrieve:	Introduce With adult modelling, begin to scan for key	Practise With adult support, scan for key words in	Practise With some support, scan for key words in	<b>Develop</b> With some independence, scan for	<b>Develop</b> With growing independence, scan for	Embed Independently scan for key words in the text
	words in the text order to locate answers	the text order to locate answers	the text order to locate answers	key words in the text order to locate answers	key words in the text order to locate answers	order to locate answers
	Introduce With adult support, begin	Practise With some support,	Practise With some independence,	Develop With increasing	Develop Independently,	Independently, recognise simple recurring literary
	to recognise simple recurring literary language. Introduce	recognise simple recurring literary	recognise simple recurring literary language.	independence, recognise simple recurring literary language.	recognise simple recurring literary language.	language.
	Begin to locate and	language.	Practise			Independently, locate and
	discuss favourite words and phrases in The Last	Practise With some support,	With some independence, locate and discuss favourite	<b>Develop</b> With increasing	Develop Independently, locate	discuss favourite words and phrases in The Last Wolf.
	Wolf.	locate and discuss favourite words and	words and phrases in the text.	independence, locate and discuss favourite words and phrases in The	and discuss favourite words and phrases in Inside Castles.	Embed



Introduce Begin to draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension

#### Introduce

Check the text makes sense as they read.

phrases in The Lonely Christmas Tree.

#### **Practise**

Check the text makes sense as they read.

#### Introduce

With adult support, listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

#### Introduce

With adult modelling, begin to analyse the wording of a question in order to choose what to look for in a text.

#### Introduce

With adult modelling, sometimes can find answers where the question word does not match the text word.

#### Introduce

Begin to read and recite a repertoire of poems including classical poetry.

#### **Practise**

#### Practise

Check the text makes sense as they read.

#### **Practise**

With some support, listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.

#### **Practise**

With some support, analyse the wording of a question in order to choose what to look for in a text.

Practise With support, sometimes can find answers where the question word does not match the text word.

#### **Practise**

Continue to read and recite a repertoire of poems including classical poetry.

#### Introduce

Begin to learn to: navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual

Owl Who was Afraid of the Dark.

#### Develop

Check the text makes sense as they read.

#### **Practise**

With some support, listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

#### **Practise**

With some confidence, analyse the wording of a question in order to choose what to look for in a text.

## Develop

With some confidence, find answers where the question word does not match the text word.

#### **Practise**

Continue to read and recite a repertoire of poems including classical poetry.

#### **Practise**

#### Develop

Check the text makes sense as they read.

#### Develop

Confidently listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.

#### Develop

Independently, analyse the wording of a question in order to choose what to look for in a text.

#### Develop

Independently, find answers where the question word does not match the text word.

#### Develop

Independently read and recite a repertoire of poems including classical poetry.

#### **Practise**

With some confidence navigate different paragraphs of Check the text makes sense as they read.

#### **Embed**

Confidently listen to and discuss a wide range of poems, stories and nonfiction text at a level beyond that at which they can read independently.

#### **Embed**

Independently, analyse the wording of a question in order to choose what to look for in a text.

#### **Embed**

Independently, find answers where the question word does not match the text word.

#### **Embed**

Independently read and recite a repertoire of poems including classical poetry.

## **Develop**

Independently navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other



		With some support, draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension	information, in order to retrieve solutions.  Practise With some support, draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension.	With some support navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.  Develop With growing confidence, draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension.	information texts, locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.  Develop With some independence, draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension.	visual information, in order to retrieve solutions.  Embed Independently, draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension.
Inferential understanding:	Introduce Begin to guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does Cinders feel in the kitchen?  Consolidate from Year 1 and Continue Predict what might happen next, on the basis of what has been read so far.	Practise With support, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does the bear feel?  Continue Predict what might happen next, on the basis of what has been read so far.	Practise With some support, learn about cause and effect e.g. the close proximity of buildings led to the fire spreading rapidly.  Practise Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.  Practise	Develop With growing confidence, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. How does the owl feel?  Develop Predict what might happen next, on the basis of what has been read so far.	Develop Independently, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences.  Develop Predict what might happen next, on the basis of what has been read so far.  Develop	Embed Independently, guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. Is Mr Grinling lonely?  Embed Independently predict what might happen next, on the basis of what has been read so far.  Embed



#### Introduce

Begin to learn about cause and effect e.g. what has prompted a character's behaviour

#### Introduce

Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.

#### Introduce

Begin to explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events. With support, explain their understanding of what is read to them, beyond that which is explicitly stated e.g. explain a moral.

#### Introduce

With adult modelling, begin to make some inferences, answering 'how' and 'why' questions which may reach beyond the text.

#### Develop

With some confidence, understand about cause and effect e.g. what has prompted a character's behaviour.

#### **Practise**

Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.

#### **Practise**

With some support, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.

#### **Practise**

With minimal support explain their understanding of what is read to them, beyond that which is explicitly stated e.g. a message With confidence, understand about cause and effect eg the development of castle defences due to an enemy attack.

#### Develop

Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.

#### Develop

Independently explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events or a timeline linked to the development of a particular element of a castle.

## Develop

With some independence, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.

Independently, understand about cause and effect.

#### **Embed**

Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.

#### **Embed**

Independently explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message

#### **Embed**

Independently, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.



## Respond to text:

## **Consolidate from Year**

#### 1

Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

## **Consolidate from Year**

#### 1

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

#### Introduce

With adult support, begin to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including nonfiction at a level beyond their independent reading ability.

#### Introduce

Begin to participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.

#### Introduce

#### **Practise**

With some support, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry, at a level beyond their independent reading ability.

#### **Practise**

With some support, participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.

#### **Practise**

With some support, recognise simple recurring literary language e.g. we're going on a bear hunt.

#### **Practise**

With support start to clarify the meaning of words, linking new meanings to known vocabulary.

#### **Practise**

#### **Practise**

With minimal support, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry and stories at a level beyond their independent reading ability.

Practise participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.

#### **Practise**

With some confidence recognise simple recurring literary language e.g. once, long ago.

#### **Practise**

With some support start to clarify the meaning of words, linking new meanings to known vocabulary.

#### **Practise**

With minimal support, discuss favourite words/ phrases in tests from this term that interest them.

#### **Practise**

Develop With growing confidence, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry at a level beyond their independent reading ability.

#### Develop

participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.

### Develop

With increasing independence, recognise simple recurring literary language e.g. once, long ago; far, far away.

Develop With some independence, clarify the meaning of words, linking new meanings to known vocabulary.

## Develop

Independently, discuss favourite words/ phrases

#### Develop

Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including stories and non-fiction at a level beyond their independent reading ability.

#### Develop

participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.

## Develop

Independently, recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow.

## Develop

Independently, clarify the meaning of words, linking new meanings to known vocabulary.

#### Develop

#### **Embed**

Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary poetry at a level beyond their independent reading ability.

#### **Embed**

participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.

#### **Embed**

Independently, recognise simple recurring literary language e.g. once, long ago.

#### **Embed**

Independently, clarify the meaning of words, linking new meanings to known vocabulary.

#### **Embed**

Independently, discuss favourite words/ phrases from any of the texts this term that interests them.



With adult support, begin to recognise simple recurring literary language e.g. Once upon a time.

#### Introduce

Begin to be able to clarify the meaning of words, linking new meanings to known vocabulary.

#### Introduce

Begin to discuss favourite words/ phrases in any of the texts this term that interest them.

With some support, discuss favourite words/ phrases in texts from this term that interest them.

#### Introduce

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear including Christmas poems.

#### Introduce

With adult support, begin to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

#### **Practise**

With some support, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

#### Introduce

With some support, begin to discuss the sequence of events in stories; retell these events orally, once the story has become familiar.

from any of the texts this term that interest them.

### Develop

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

#### **Develop**

Independently, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Develop With growing confidence, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.

Independently, discuss favourite words/ phrases from any of the texts this term that interest them.

### Develop

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

#### Develop

Independently, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Develop With growing confidence, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.

#### **Embed**

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear including rhyming poems.

#### **Embed**

Independently, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

#### **Embed**

Independently, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.



# Fluency and phrasing:

#### Introduce

With adult modelling, check that the text makes sense as they read and correcting inaccurate reading

#### **Consolidate from Year**

#### 1 and continue

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

#### Introduce

Begin to read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.

#### **Practise**

With support, check that the text makes sense as they read and correcting inaccurate reading

#### Practise

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

#### **Practise**

With support, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.

#### Introduce

Begin to recite familiar poems by heart.

#### Introduce

Read some Y2 CE words automatically by sight.

#### Introduce

With adult modelling, use expression appropriately to support

#### Practise

With some support, check that the text makes sense as they read and correcting inaccurate reading

#### **Practise**

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

#### **Practise**

With some support, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.;

#### Practise

With some support, recite familiar poems by heart.

#### **Practise**

Read more Y2 CE words automatically by sight.

#### **Practise**

With support, use expression appropriately to support

#### Develop

With increasing confidence, check that the text makes sense as they read and correcting inaccurate reading

#### Develop

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

#### Develop

With increasing confidence, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.

## Develop

With confidence, recite familiar poems by heart.

#### **Practise**

Read many Y2 CE words automatically by sight.

#### **Practise**

#### Develop

Independently, check that the text makes sense as they read and correcting inaccurate reading

#### Develop

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

#### Develop

Independently, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.

#### Develop

Independently, recite familiar poems by heart.

#### Develop

Read many Y2 CE words automatically by sight.

#### Develop

#### **Embed**

Independently, check that the text makes sense as they read and correcting inaccurate reading

#### **Embed**

Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.

#### **Embed**

Independently, read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.

#### **Embed**

Independently, recite familiar poems by heart.

#### **Embed**

Read most Y2 CE words automatically by sight.

#### **Embed**

Independently, use expression appropriately to support the meaning of sentences,



		the meaning of sentences, including those which use subordination.	the meaning of sentences, including those which use subordination.  Introduce Read some words quickly and accurately when they have been frequently encountered, without overt sounding and blending.	With some support, use expression appropriately to support the meaning of sentences, including those which use subordination.  Practise Read many words quickly and accurately when they have been frequently encountered, without overt sounding and blending.	With confidence, use expression appropriately to support the meaning of sentences, including those which use subordination.  Practise and Develop Read increasing number of words quickly and accurately when they have been frequently encountered, without overt sounding and blending.	including those which use subordination.  Embed Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending.
Cross Curricular:	Geography DT	History Art	History DT	Science Art DT	History Art DT Science	Art Geography
Reading/Writing Opportunities	Character descriptions Stories from familiar settings Recounts Setting descriptions Story mapping	Descriptive writing Short narratives Instructions Predictions Identifying vocabulary,	Diary entries- Samuel Pepys Recounts of the events and feelings Making predictions Character descriptions Information texts about the fire	Non chronological reports about owls Stories with familiar settings Night time poetry, Repeating Pattern Poems	Features of non-fiction texts- using each feature to write a non-fiction text about castles, Shape & Diamante Poems	Diary entries of living in a light house Alternative versions of a story- what could happen Writing instructions of how to stop the seagulls



Reading Curriculum Year 3 Topic	Ancient Egypt The Egyptian Cinderella, Shirley Climo History	Fairtrade Charlie and the Chocolate Factory, Chocolate Geography	Rocks and Rumbles The Firework Makers Daughter <mark>History</mark>	Predators Geography Diary of a Killer Cat, Anne Fine	Scotland Katie Morag delivers the mail Geography	Mythical Gods and Mortals Ancient Greeece/Modern Greece History  Scotland Katie Morag delivers the Mail Geography
Key Texts/ Authors	THE EGYPTIAN CINDERELLA by Bider Class-diament by facilities with facilities by Shirrley Climo	Roald Dahl; Robin's Kitthen	Philip Pullman  Philip Pullman	Anne Fine The Diary of a Killer Cat  Anne Fine	Non-Fiction Texts; We're From Greece This is Greece Perseus	Mairi Hedderwick Scottish Fairy-tales
Vipers	Me and my Fear by Francesca Sanna	Voices in the Park by Antony Browne	Broken: Rock, Paper, Scissors Film Vipers	The Dragon Machine by Helen Ward	The Night Pirates by Peter Harris	The Wizard of Oz by L. Frank Baum
Poetry/Rhyme	Free Verse Wide Open by Rachel Rooney.	Free Verse	Limericks and Clerihews Loopy Limericks' by John Foster	Limericks and Clerihews clpe.org.uk/clerihews	Kennings and Quatrains beware by James Carter	Kennings and Quatrains 'If I Could Be a Superhero' by Steve Lazarowitz



Key Vocabulary	Egypt, Egyptian, ancient,	Fairtrade, recipe, stir,	Mount Vesuvius, volcano,	First, then, next, after	Katie Morag, High farm,	
	Cinderella, pyramid,	mix, put, measure, pour,	eruption, explosion,	that, later, finally, played,	holiday house, village,	
	Rhodopis, Nile, Desert	cook, amount, weight,	Pompeii, Romans, gas,	watched, saw, angrily,	Redburn bridge, Mrs	
		carefully, quickly, slowly,	molten rock, magma, lava,	quickly, walked, ran,	Bayview, Granny, jetty,	
		gently, delicious, tasty,	newspaper, reporter, eye	pounced,	mainland, port, delivers,	
		smoothie, milkshake,	witness, account, died,		mail, adventure,	
		spread, sandwich	rebuild			
Decode / word-	Introduce and Practise	Introduce and Practise	Introduce and Practise	Introduce and Practise	Introduced and Practise	introduce and Practise
reading:	Identify and used words	Identify and used words	Identify and used words	Identify and used words	Identify and used words	Identify and used words
Ū	with the /u/ sound spelled	with the prefixes re-, dis-	with I/ sound – al, I/ sound -	adding suffix -ly	with /s/ sound spelled	with the suffix ly, adding
	ou, the /i/ sound spelled	, mis-, suffixes with	le, adding suffix -ly to -le	exceptions, suffix -er with	sc, homophones,	suffix -ly exceptions,
	with a y, ze/ sure, ch/ -ture	vowels, suffixes with	adding suffix -ally to -ic and	-tch, k/ sound ch and g/	common exception	homophones, common
	and common exception	vowel doubles, long /a/	homophones.	sound – gue.	words and suffix -sion.	exception and prefixes re-,
	words.	sounds and suffix ly.				dis-and mis
			Practise With some	Develop With some	Develop With increasing	
	Consolidate from Year 2	Practise With support,	support, read more	confidence, read further	confidence, read many	Embed With increasing
	and Introduce Revise	begin to read some	exception words, some	exception words, some	exception words, some	confidence, read further
	exception words taught so	exception words, some	from Y3-4 list, noting the	from Y3-4 list, noting the	from Y3-4 list, noting the	exception words, some
	far, noting the unusual	from Y3-4 list, noting the	unusual correspondences	unusual correspondences	unusual	from Y3-4 list, noting the
	correspondences between	unusual	between spelling and	between spelling and	correspondences	unusual correspondences
	spelling and sound, and	correspondences	sound, and where these	sound, and where these	between spelling and	between spelling and
	where these occur in the	between spelling and	occur in the word.	occur in the word.	sound, and where these	sound, and where these
	word.	sound, and where these			occur in the word.	occur in the word.
		occur in the word.	Practise With some	Develop With increasing		
	Introduce With support,		confidence, be able to	confidence, be able to	Develop Confidently, be	Embed Independently, be
	be able to decode most	Practise With some	decode most new words	decode most new words	able to decode most	able to decode most new
	new words outside their	support, be able to	outside their spoken	outside their spoken	new words outside their	words outside their spoken
	spoken vocabulary, making	decode most new	vocabulary, making a good	vocabulary, making a	spoken vocabulary,	vocabulary, making a good
	a good approximation of	words outside their	approximation of the	good approximation of	making a good	approximation of the
	the word's pronunciation.	spoken vocabulary,	word's pronunciation.	the word's pronunciation.	approximation of the	word's pronunciation.
		making a good			word's pronunciation.	
	Consolidate from Year 2	approximation of the	Practise With some	Practise With some		Embed Independently
	and Continue Revise and	ord's pronunciation.	support, apply their growing	confidence, apply their	Develop With	apply their growing
	develop their knowledge		knowledge of root words,	growing knowledge of	confidence, apply their	knowledge of root words,
	of the skills needed for	Introduce With support,	prefixes and suffixes, both	root words, prefixes and	growing knowledge of	prefixes and suffixes, both
	reading e.g. with Dancing	begin to apply their	to read aloud and to	suffixes, both to read	root words, prefixes and	to read aloud and to



	Bears and daily reading, as	growing knowledge of	understand the meaning of	aloud and to understand	suffixes, both to read	understand the meaning of
	appropriate.	root words, prefixes and	new words they meet.	the meaning of new	aloud and to understand	new words they meet
		suffixes, both to read	Practise and Assess Revise	words they meet.	the meaning of new	,
		aloud and to understand	and develop their	•	words they meet.	Practise and Assess Revise
		the meaning of new	knowledge of the skills	Practise and Assess Revise	,	and develop their
		words they meet.	needed for reading e.g. with	and develop their	Practise and Assess	knowledge of the skills
		,	Dancing Bears and daily	knowledge of the skills	Revise and develop their	needed for reading e.g.
		Practise and Assess	reading, as appropriate.	needed for reading e.g.	knowledge of the skills	with Dancing Bears and
		Revise and develop their	- ','	with Dancing Bears and	needed for reading e.g.	daily reading, as
		knowledge of the skills	Practise With some	daily reading, as	with Dancing Bears and	appropriate.
		needed for reading e.g.	support, apply their growing	appropriate.	daily reading, as	
		with Dancing Bears and	knowledge of root words,		appropriate.	
		daily reading, as	prefixes and suffixes, both			
		appropriate.	to read aloud and to			
			understand the meaning of			
			new words they meet			
			·			
			Practise and Assess Revise			
			and develop their			
			knowledge of the skills			
			needed for reading e.g. with			
			Dancing Bears and daily			
			reading, as appropriate.			
Comprehend,	Consolidate from Year 2	Practise With some	Practise With some	Develop With increasing	Develop With	Embed With confidence,
locate and	and Continue With	support, listen to and	confidence, listen to and	confidence, listening to	confidence, listening to	listening to and discuss a
retrieve:	support, listen to and	discussing a wide range	discuss a wide range of	and discussing a wide	and discussing a wide	wide range of fiction,
	discuss a wide range of	of fiction, poetry, plays,	fiction, poetry, plays, non-	range of fiction, poetry,	range of fiction, poetry,	poetry, plays, non-fiction
	fiction, poetry, plays, non-	non-fiction and	fiction and reference books	plays, non-fiction and	plays, non-fiction and	and reference books or
	fiction and reference	reference books or	or textbooks throughout	reference books or	reference books or	textbooks throughout the
	books or textbooks	textbooks throughout	the term.	textbooks throughout the	textbooks throughout	term.
	throughout the term.	the term.		term.	the term.	
			Practise With some			Embed Independently,
	Consolidate from Year 2	Practise With some	confidence, read books that	Develop With increasing	Develop Confidently,	read books that are
	and Continue With	support, read books that	are structured in different	confidence, read books	read books that are	structured in different ways
	support, be able to read	are structured in	ways and reading for a	that are structured in	structured in different	and reading for a range of
	books that are structured	different ways and	range of purposes. e.g. light	different ways and	ways and reading for a	purposes e.g. Asia,



in different ways and reading for a range of purposes. e.g. stone age non-fiction, rocks and UK.

Introduce With adult modelling learn to use dictionaries to check the meaning of words that they have read.

consolidate from Year 2 and Continue With support, check tha the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Introduce With adult modelling, be able to retrieve and record information from nonfiction.

Introduce With adult support, begin to recognise some different forms of poetry e.g. free verse, narrative

Introduce With support, increase their familiarity with a wide range of

reading for a range of purposes e.g. metals, magnets non-fiction and Christmas poetry.

Practise With support, use dictionaries to check the meaning of words that they have read.
Practise With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Practise With support, retrieve and record information from nonfiction. Practise With support, recognise some different forms of poetry e.g. free verse, narrative

Practise With support, increase their familiarity with a wide range of books and retelling some of these orally.

Practise With support, become more familiar with retrieving facts and information where (science) and Europe and the Mediterranean.

Practise With some support, use dictionaries to check the meaning of words that they have read.

Practise With some confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Practise With some support, retrieve and record information from nonfiction.

Practise With some support, recognise some different forms of poetry e.g. free verse, narrative

Practise With some support, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Practise With support, become more familiar with retrieving facts and information where question reading for a range of purposes e.g. Egypt today and in the past.

Develop With some confidence, use dictionaries to check the meaning of words that they have read. Develop With increasing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Develop With growing confidence, retrieve and record information from nonfiction.

Develop With some confidence, recognise some different forms of poetry e.g. free verse, narrative Develop Confidently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

range of purposes. e.g. local history and geography and poetry

Develop Confidently, use dictionaries to check the meaning of words that they have read.

Develop Confidently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Develop Confidently, retrieve and record information from non-fiction.

Develop Confidently, recognise some different forms of poetry e.g. free verse, narrative

Develop Independently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

mountains, volcanoes and animals

Embed Independently, use dictionaries to check the meaning of words that they have read.

Embed Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Embed Independently, retrieve and record information from non-fiction.

Embed Independently, recognise some different forms of poetry e.g. free verse, narrative

Embed Independently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Embed Independently, retrieve facts and information where



	books, and retelling some of these orally.  Introduce With adult modelling, start to become more familiar with retrieving facts and information where question words and text language vary i.e. where the literal answer is somewhat 'hidden' in the vocabulary used.  Introduce With adult modelling, check the accuracy of what they are retrieving by reading around the words or phrases they find.  Introduce With adult modelling, locate and discuss words and phrases they find interesting	question words and text language vary.  Practise With support, check the accuracy of what they are retrieving by reading around the words or phrases they find. Introduce With adult modelling, begin to scan for alternative synonyms or phrases.  Practise With some support, locate and discuss words and phrases they find interesting Assess Use their developing reading and comprehension skills independently	words and text language vary.  Practise With some support, check the accuracy of what they are retrieving by reading around the words or phrases they find.  Practise With support, start to scan for alternative synonyms or phrases. Introduce With support, ask questions which improve their own understanding.  Practise With some support, locate and discuss words and phrases they find interesting	Develop With some confidence, become more familiar with retrieving facts and information where question words and text language vary.  Develop With some confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.  Develop With growing confidence, scan for alternative synonyms or phrases. Practise With some support, ask questions which improve their own understanding. Develop With some confidence, locate and discuss words and phrases they find interesting.  Assess Use their developing reading and comprehension skills independently.	Develop With increasing confidence, become more familiar with retrieving facts and information where question words and text language vary.  Develop With confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.  Develop Confidently, scan for alternative synonyms or phrases.  Develop With some confidence, ask questions which improve their own understanding. Develop Confidently, locate and discuss words and phrases they find interesting	question words and text language vary.  Embed Independently, check the accuracy of what they are retrieving by reading around the words or phrases they find.  Embed Independently, scan for alternative synonyms or phrases.  Embed Independently, ask questions which improve their own understanding.  Embed Independently, locate and discuss words and phrases they find interesting.  Assess Use their developing reading and comprehension skills independently
	Canadidata francusa 2	Donatica With a dula	Donatics Mitch assessed about	comprehension skills independently.	Develor With in our river	Early and to do you do yok y
Inferential	Consolidate from year 2	Practise With adult	Practise With support, draw	Develop With some	Develop With increasing	Embed Independently,
understanding:	and Introduce With adult	modelling draw	inferences such as inferring	confidence, draw	confidence, draw	draw inferences such as
	modelling, ask questions	inferences such as	characters' feelings,	inferences such as	inferences such as	inferring characters'
	to improve their	inferring characters'	thought and motives from	inferring characters'	inferring characters'	feelings, thought and
	understanding using	feelings, thought and		feelings, thought and	feelings, thought and	motives from their actions,



VIPERS to develop questioning skills.

Consolidate from Year 2 and Introduce With support, revise how to draw inferences such as inferring characters' feelings, thought and motives from their actions.

Consolidate from Year 2 and Introduce With adult modelling, predict what might happen from details stated and implied or from other stories they know.

Introduce With adult modelling, be able to identify main ideas drawn from more than one paragraph and summarise them.

Consolidate from Year 2 and Introduce With support, talk about what words mean in context.

motives from their actions, and justifying inferences with evidence.

Practise With support, predict what might happen from details stated and implied or from other stories they know.

Practise With support, identify main ideas drawn from more than one paragraph and summarise them.

Practise With some support, talk about what words mean in context. Introduce With adult modelling, identify themes across the text.

Introduce With adult modelling, begin to justify their inferences by locating textual evidence.

Introduce With adult modelling, use dictionaries to check meanings of new vocabulary. their actions, and justifying inferences with evidence.

Practise With some support, predict what might happen from details stated and implied or from other stories they know.

Practise With some support, identify main ideas drawn from more than one paragraph and summarise them.

Practise With continuing support, talk about what words mean in context.

Practise With support, identify themes across the text. With support, begin to justify their inferences by locating textual evidence.

Practise With some support, use dictionaries to check meanings of new vocabulary.

motives from their actions, and justifying inferences with evidence.

Develop With growing confidence, predict what might happen from details stated and implied or from other stories they know.

Develop With some confidence, identify main ideas drawn from more than one paragraph and summarise them

Develop with some confidence, talk about what words mean in context.

Practise With some support, identify themes across the text e.g. greed in Piped Piper. Practise With some support, justify their inferences by locating textual evidence.

Practise With some support, use dictionaries to check meanings of new vocabulary. Assess Use inference skills taught so far independently.

motives from their actions, and justifying inferences with evidence.

Develop With confidence, predict what might happen from details stated and implied or from other stories they know.

Develop Confidently, identify main ideas drawn from more than one paragraph and summarise them.

Develop with increasing confidence, talk about what words mean in context.

Develop With some confidence, identify themes across the text.

Develop With some confidence justify their inferences by locating textual evidence.

Develop With confidence, use dictionaries to check

and justifying inferences with evidence.

Embed Independently, predict what might happen from details stated and implied or from other stories they know.

Embed Independently, identify main ideas drawn from more than one paragraph and summarise them.

Embed Independently, talk about what words mean in context. Embed Independently, , identify themes across the text e.g. bravery.

Embed Confidently, justify their inferences by locating textual evidence.

Embed Independently, use dictionaries to check meanings of new vocabulary.

Assess Use inference skills taught so far independently.



		Assess Use inference skills taught so far independently			meanings of new vocabulary	
Respond to text:	Introduce	Practise	Practise With some support,	Develop With some	Develop Confidently, ask	Embed Independently, ask
	With adult modelling, ask	With support, ask	ask questions to improve	confidence, ask questions	questions to improve	questions to improve their
	questions to improve their	questions to improve	their understanding using	to improve their	their understanding	understanding using VIPERS
	understanding using	their understanding	VIPERS to develop	understanding using	using VIPERS to develop	to develop questioning
	VIPERS to develop	using VIPERS to develop	questioning skills.	VIPERS to develop	questioning skills.	skills .
	questioning skills.	questioning skills.	Practise With some	questioning skills.		
			support, participate in		Develop Confidently,	Embed Independently,
	Consolidate from Year 2	Practise	discussion about both	Develop With some	participate in discussion	participate in discussion
	and Continue	With encouragement,	books that are read to them	confidence, participate in	about both books that	about both books that are
	With adult modelling,	participate in discussion	and those they can read for	discussion about both	are read to them and	read to them and those
	participate in discussion	about both books that	themselves, taking turns	books that are read to	those they can read for	they can read for
	about both books that are	are read to them and	and listening to what others	them and those they can	themselves, taking turns	themselves, taking turns
	read to them and those	those they can read for	say.	read for themselves,	and listening to what	and listening to what
	they can read for	themselves, taking turns	5	taking turns and listening	others say.	others say.
	themselves, taking turns	and listening to what	Practise With some	to what others say.		
	and listening to what	others say.	support, identify themes	De also Methodos	Develop Confidently,	Embed Independently,
	others say.	Donation	and conventions in a wide	Develop With some	identify themes and	identify themes and
	total tax	Practise	range of books. Practise	confidence, identify	conventions in a wide	conventions in a wide range
	Introduce	With some support,	With some support, retell	themes and conventions	range of books. Develop	of books.
	With support, identify themes and conventions in	identify themes and conventions in a wide	some stories orally.	in a wide range of books.	With some confidence, retell some stories	Embed Confidently, retell
			Practise With some	Develop With some		• •
	a wide range of books.	range of books.	confidence, discuss words	confidence, retell some	orally.	some stories orally.
	Introduce	Practise	and phrases which capture	stories orally.	Develop Independently,	Embed Independently,
	With support, develop	With support begin to	their interest. Practise With	stories orally.	develop positive	develop positive attitudes
	positive attitudes to	retell some stories	some support, express	Develop Confidently,	attitudes to reading and	to reading and
	reading and understanding	orally.	preferences for text type.	develop positive attitudes	understanding of what	understanding of what they
	of what they read, by	J. S, 1	procession text type.	to reading and	they read, by listening to	read, by listening to and
	listening to and discussing	Practise	Practise With support,	understanding of what	and discussing a wide	discussing a wide range of
	a wide range of fiction,	With some support,	identify how language,	they read, by listening to	range of fiction, poetry,	fiction, poetry, plays, non-
	poetry, plays, non-fiction	develop positive	structure and presentation	and discussing a wide	plays, non-fiction and	fiction and reference/text
	and reference/text books.	attitudes to reading and	contribute to meaning.	range of fiction, poetry,	reference/text books.	books.



	Introduce With adult modelling begin to retell some stories orally.  Introduce With adult modelling, discuss words and phrases which capture their interest. Introduce With adult modelling, express preferences for text type	understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.  Practise With support, discuss words and phrases which capture their interest.  Practise With support, express preferences for text type.  Introduce With adult modelling, begin to identify how language, structure and presentation contribute to meaning.  Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.	Introduce With support, increase their familiarity with texts including fairy stories, myths and legends	plays, non-fiction and reference/text books.  Develop With increasing confidence, discuss words and phrases which capture their interest.  Develop With some confidence, express preferences for text type.  Develop With some support, identify how language, structure and presentation contribute to meaning.  Practise With some support, increase their familiarity with texts including fairy stories, myths and legends.  Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.	Develop Confidently, discuss words and phrases which capture their interest. Develop Confidently, express preferences for text type.  Develop With some confidence, identify how language, structure and presentation contribute to meaning.  Develop With some confidence, increase their familiarity with texts including fairy stories, myths and legends.	Embed Confidently, discuss words and phrases which capture their interest Embed Independently, express preferences for text type.  Embed Confidently, identify how language, structure and presentation contribute to meaning.  Embed Confidently, increase their familiarity with texts including fairy stories, myths and legends.  Assess Use their developing reading, comprehension skills, authorial effect knowledge independently
Fluency and	Consolidate from Year 2	Practise With some	Practise With some support,	independently.  Develop With some	Develop Confidently,	Embed Confidently, read
phrasing:	and Continue With support, read one paragraph each in reading aloud once a week. Projecting voice	support, read one paragraph each in reading aloud once a week. Projecting voice confidently for all	read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.	confidence, read one paragraph each in reading aloud once a week.  Projecting voice confidently for all	read one paragraph each in reading aloud once a week Projecting voice confidently for all	one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.



confidently for all listeners to hear during whole class reading.

Consolidate from Year 2 and Continue With support, read ageappropriate books, from the class book corner, school library or differentiated reading books, accurately and at a speed that is sufficient for them to focus on understanding, rather than

Introduce With adult modelling, read new words outside their spoken vocabulary, making a good guess at pronunciation.

on decoding individual

words.

Consolidate from Year 2 and Continue With adult modelling, when reading aloud, speak audibly and with growing fluency.

Consolidate from Year 2 and Introduce With support read all sight all Y2 CE words and some exception words for Y3-4.

listeners to hear during whole class reading.

Practise With some support, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.

Practise With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.

Practise With encouragement, when reading aloud, speak audibly and with growing fluency.
Practise With some support, read all sight all Y2 CE words and some exception words for Y3-4.

Practise With encouragement, gradually internalise the reading progress to read silently.

Practise With some confidence, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.

Practise With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.

Practise With encouragement, when reading aloud, speak audibly and with growing fluency.

Practise With some support, read more exception words for Y3-4.

Practise With some encouragement, gradually internalise the reading process to read silently.

Practise With support, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.

listeners to hear during whole class reading.

Develop With confidence, read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.

Develop With some confidence, read new words outside their spoken vocabulary, making a good guess at pronunciation.

Develop With growing confidence, when reading aloud, speak audibly and with growing fluency.

Develop With some confidence, read some more exception words for Y3-4.

Develop With growing confidence, internalise the reading process to read silently.

listeners to hear during whole class reading.

Develop Confidently, read age- appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.

Develop Confidently, read new words outside their spoken vocabulary, making a good guess at pronunciation.

Develop Confidently, when reading aloud, speak audibly and with growing fluency.

Develop Confidently, read many exception words for Y3-4. Develop Confidently, internalise the reading process to read silently.

Develop Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency Embed Confidently, read age- appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.

Embed Independently, read new words outside their spoken vocabulary, making a good guess at pronunciation.

Embed Confidently, when reading aloud, speak audibly and with growing fluency.

Embed Confidently, read many sight exception words for Y3-4. Embed Independently, internalise the reading process to read silently.

Embed Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.



Cross Curricular:	Introduce With adult modelling gradually internalise the reading process to read silently.  History	Introduce With adult modelling, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency  Geography	History	Practise With some confidence, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.  Geography	Geography	History
cross curricular.	Geography	GGG, apmy	Geography Science	Coography	CCC <sub>6</sub> , up.1,	scory
Reading/Writing Opportunities	Traditional Stories –story mountain, story maps, retelling of an ancient traditional tail, descriptive writing and Stories with familiar Settings. Information texts – NCR, Leaflet.	Instructional writing - methods, recipes. Persuasive writing - adverts, letters, fair- trade. Poetry – Heiku's, Tanka and Cinquain.	NCR - Newspaper reports (Pompeii), report writing, journalistic writing. Narrative writing, - inference, character description, setting description, paragraph writing and missing chapter.	Diaries/ recount, NCR factual writing. Letter writing, NCR killer cats, limericks, clerihews	Myths and Legends, Historical Narratives, Greek Mythology, character/setting description, story writing.	Adventure and Mystery, Poems to Perform, acrostic poems, kennings and haiku. Dialogues/drama/play writing.



Reading Curriculum Year 4 Topic	Stone Age Stone Age Boy by Satoshi Kitamura History	London Katie in London Geography	Romans Thieves of Ostia History	Shang Dynasty Ming's Adventures with the Terracotta Army History	England: North and South Lead Text: The Iron Man Geography  Ted Hughes the Iron	Lava by Disney Pixar CGP Volcano & Earthquakes Study Book Geography
Key Texts/ Authors	Satoshi Kitamura, Who Were the First People? by Phil Roxbee-Cox	James Mayhew	Caroline Lawrence	Li Jian, The Magic Paintbrush by Julia Donaldson	Ted Hughes	Disney Pixar & Non-fiction texts
Vipers	The Pebble In My Pocket by Meredith Hooper and Chris Caody	The Presen t Film Vipers	Escape from Pompeii by Christina Balit	Alice in Wonderland by Lewis Carroll	A Night at the Frost Fair by Emma Carroll	The Many World's of Albie Bright by Christopher Edge
Poetry/Rhyme	Free Verse The Water In The Glass You Are Holding Right Now by Kate Wakeling	Free Verse The Water In The Glass You Are Holding Right Now by Kate Wakeling	Simile and Metaphor An Emerald is as Green as Grass' by Christina Rossetti	Simile and Metaphor The Black Hat Literacy Shed Clip	Haikus, Tankas and Cinquains Seaview Haiku' by John Foster	Haikus, Tankas and Cinquains Winter' by Adelaide Crapsey, 'November Night' by Adelaide Crapsey
Key Vocabulary	Stone, bronze, iron, neanderthal, mammoth, Skara Brae, spears, hunting, pelt, hammerstone, extinct	Capital city, monarchy, transport, underground, parliament, government, democracy, tourism, economy, skyscrapers	Invade, conquer, Celtic, Iceni tribe, battle, formation, shield, mosaics, roman baths, overthrown, inventions	Ancient, civilisations, oracle bones, emperor, dynasty, governors, merchants, traders	County, compass, north, south, divide, country, nation, united, accents, cuisine, multicultural, climate	Volcanic, eruption, magma, lava, tectonic plates, movement, destruction, devastation, tremor, earthquake, tsunami, tornado



Decode / word-reading:

Introduce and assess Identify and use words with prefixes including il-, sub-, suffix –ation and some homophones.

# Consolidate from Year 3 and continue

Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.

## Consolidate from year 3

Revise and read exception words taught so far from the Year 3-4 list.

### Introduce

With adult support, they decode more securely to become independent, fluent and enthusiastic readers.

#### **Introduce and Assess**

Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading as appropriate.

## **Introduce and Assess**

Identify and use words with suffixes—ly to create adverbs, -ion, ous and words ending in s/se.

#### Practice

Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.

#### Practice

Read some more of the exception words from the Year 3-4 list.

#### **Practice**

With some support, the decode more securely to become independent, fluent and enthusiastic readers.

### **Practice and Assess**

Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.

### **Introduce and Assess**

Identify and use words with 'ee' sound to spell 'i'.
-ous, -ion when words end the t/te and –ion when words end in ss/mit.

#### **Practice**

Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.

#### **Practice**

Read many of the exception words from the Year 3-4 list.

## **Practice**

With minimal support, the decode more securely to become independent, fluent and enthusiastic readers.

#### **Practice and Assess**

Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.

## **Introduce and Assess**

Identify and use words that have 's' sound spelled 'c' before 'l' and 'e' word families sol and real, word families phon and sign and prefixes super-, auto- and anti-.

## Develop

Apply, with some confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.

## Develop

Read many of the exception words from the Year 3-4 list.

## Develop

With increasing confidence, they decode more securely to become independent, fluent and enthusiastic readers.

### **Practice and Assess**

Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading.

## **Introduce and Assess**

Identify and use words that have prefixes bi, plural apostrophes, possessive apostrophes and plural possessive apostrophes.

## **Develop**

Apply, with increasing confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.

## Develop

Read many of the exception words from the Year 3-4 list.

## Develop

Independently, they decode more securely to become independent, fluent and enthusiastic readers.

#### **Practice and Assess**

Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading.

#### **Assess**

Revise words from previous terms and be able to identify and use words appropriately.

#### **Embed**

Apply, independently, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.

#### **Embed**

Revise and read all the exception words from the Year 3-4 list.

#### **Embed**

Independently, they decode more securely to become independent, fluent and enthusiastic readers.

## **Practice and Assess**

Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading.



Comprehend,	Introduce With adult monitoring,	Practice With some support,	Practice With minimal support,	<b>Develop</b> With increasing	<b>Develop</b> Independently, provide	Embed Independently, provide
retrieve:	provide justification for ideas using information in texts.	provide justification for ideas using information in texts.	provide justification for ideas using information in texts.	confidence, provide justification for ideas using information in texts.	justification for ideas using information in texts.	justification for ideas using information in texts.
	Introduce With adult support, identify how language structure and presentation contribute to meaning in texts e.g. The Pebble In	Practice With some support, identify how language structure and presentation contribute to meaning in texts e.g.	Practice With minimal support, identify how language structure and presentation contribute to meaning in texts e.g. Theives of Ostia	Develop With increasing confidence, identify how language structure and presentation contribute to meaning in texts e.g. The	Develop Independently, identify how language structure and presentation contribute to meaning in texts e.g. The Iron Man	Independently, identify how language structure and presentation contribute to meaning in texts e.g. Lava
	My Pocket Introduce	Katie in London  Practice	Practice With minimal support,	magic paintbrush  Develop	Develop Independently, check	Embed Independently, check that the text makes sense to
	With adult support, check that the text makes sense to them, discussing their	With some support, check that the text makes sense to them,	check that the text makes sense to them, discussing their understanding and	With increasing independence, check that the text makes sense to	that the text makes sense to them, discussing their	them, discussing their understanding and explaining the meaning of
	understanding and explaining the meaning of words in context texts e.g.	discussing their understanding and explaining the meaning	explaining the meaning of words in context texts e.g. Thieves of Ostia	them, discussing their understanding and explaining the meaning of	understanding and explaining the meaning of words in context texts	words in context texts e.g. Lava
	The Pebble In My Pocket Introduce	of words in context texts e.g. Katie in London	Practice Use dictionaries with	words in context texts e.g. The magic paintbrush	e.g. The Iron Man	Embed Use dictionaries with growing independence, to
	Use dictionaries with growing independence, to	Practice Use dictionaries with	growing independence, to define new vocabulary	<b>Develop</b> Use dictionaries with	Use dictionaries with growing independence,	define new vocabulary
	define new vocabulary	growing independence, to define new vocabulary	Practice With minimal cunnert	growing independence, to define new vocabulary	to define new vocabulary	Embed Independently, work with
	Introduce	Practice	With minimal support, work with texts of	Develop	Develop	texts of increasing length, to retrieve information



	With adult support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level  Introduce With adult support, skin or scan a whole text first to select which paragraph or section of the text an answer may be located in and then use the text to support their answers.	With support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level  Practice With some support, skin or scan a whole text first to select which paragraph or section of the text an answer may be located in and then use the text to support their answers.	increasing length, to retrieve information across the whole text as well as at a local level  Practice With minimal support, skin or scan a whole text first to select which paragraph or section of the text an answer may be located in and then use the text to support their answers.	With increasing independence, work with texts of increasing length, to retrieve information across the whole text as well as at a local level  Develop With developing confidence, skin or scan a whole text first to select which paragraph or section of the text an answer may be located in and then use the text to support their answers	Independently, work with texts of increasing length, to retrieve information across the whole text as well as at a local level  Develop Independently, skin or scan a whole text first to select which paragraph or section of the text an answer may be located in and then use the text to support their answers	across the whole text as well as at a local level  Embed Independently, skin or scan a whole text first to select which paragraph or section of the text an answer may be located in and then use the text to support their answers  Assess Use their developing reading and comprehension skills
		Assess Use their developing reading and comprehension skills independently.		Assess Use their developing reading and comprehension skills independently		independently
Inferential understanding:	Introduce With adult support, begin to sequence event orally and create story maps Introduce Begin to ask questions to	Practice With support, begin to sequence event orally and create story maps  Practice With encouragement ask	Practice With some help, begin to sequence event orally and create story maps  Practice With some confidence ask	Develop With increasing confidence, begin to sequence event orally and create story maps  Develop	Develop Independently, begin to sequence event orally and create story maps  Develop Confidently and	Embed Independently, begin to sequence event orally and create story maps  Embed Independently ask
	improve their understanding of a text when needed.  Introduce and Practice	questions to improve their understanding of a text when necessary.  Practice and Develop	questions to improve their understanding of a text when necessary.  Introduce and Practice	Confidently ask questions to improve their understanding of a text when necessary.  Practice	independently ask questions to improve their understanding of a text when necessary.  Develop	questions to improve their understanding of a text when necessary.  Embed



	With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.  Introduce With adult support, predict what might happen from implied details  Introduce With adult support, discuss and explain words and phrases to explore meaning in context.	With growing confidence, gathering experience from texts, children learn to identify themes in the narratives.  Practice With some support, predict what might happen from implied details  Practice With some support, discuss and explain words and phrases to explore meaning in context.  Assess Use inference skills taught so far independently.	Recognising some different forms of poetry e.g. free verse, narrative  Practice With some confidence, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings and thoughts.  Practice With confidence, predict what might happen from implied details.  Introduce Begin to justify their inferences with textual evidence, as a familiar exercise	With some confidence, gathering experience from texts, children learn to draw inferences such as inferring motives for actions.  Develop With increasing confidence, predict what might happen from implied details.  Develop With growing confidence, discuss and explain words and phrases to explore meaning in context.  Practice With some confidence, justify their inferences with textual evidence, as a familiar exercise  Assess Use inference skills taught so far independently.	With growing confidence, gathering experience from texts, children learn to draw inferences such as inferring characters' feelings.  Develop Independently, predict what might happen from implied details.  Develop With confidence, discuss and explain words and phrases to explore meaning in context.  Develop Confidently, justify their inferences with textual evidence, as a familiar exercise	Independently, gathering experience from texts, children learn to draw inferences such as inferring motives for actions.  Embed Independently, predict what might happen from implied details.  Embed Independently, discuss and explain words and phrases to explore meaning in context.  Assess Use inference skills taught so far independently.
Respond to text:	Introduce With some adult modelling, write and orally evaluate texts by writing book reviews.	Practice With some support, write and orally evaluate texts by writing book reviews.	Practice With minimal support, write and orally evaluate texts by writing book reviews.	Develop With some confidence, write and orally evaluate texts by writing book reviews.	Develop With increasing confidence, write and orally evaluate texts by writing book reviews.	Embed Independently, write and orally evaluate texts by writing book reviews. Embed



#### Introduce

With adult modelling, consider relationship between vocabulary, plot and illustration

#### Introduce and Embed

Discuss intention of use of and connotation of words 'power' and 'ban'

#### Introduce

With growing confidence and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.

#### Introduce

Take turns and listening to what others say

#### Introduce

With adult support, show an increasing awareness of author choice, discuss words and phrases which capture their intertest.

#### Introduce

With adult modelling, identify how language paragraph structure and

#### **Practice**

With some support, consider relationship between vocabulary, plot and illustration

#### **Introduce and Practice**

Develop their familiarity with myths and legends; retell some of these orally.

## **Practice**

With growing confidence and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.

#### Practice

Take turns and listening to what others say

#### Practice

With some support, show an increasing awareness of author choice, discuss words and phrases which capture their intertest.

### **Practice**

#### Practice

With some support, consider relationship between vocabulary, plot and illustration

#### **Introduce and Develop**

Identify word and poetic device choices in poems and discuss effect on the reader.

## **Introduce**

Discuss relationship between author and character in poems by considering portrayal through vocabulary choice

# Introduce and Develop

Identify and discuss emotions in poetry.

#### **Practice**

With growing confidence and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction.

#### **Practice**

Take turns and listening to what others say

## Develop

With some support, consider relationship between vocabulary, plot and illustration

#### Develop

With growing confidence and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of nonfiction.

## Develop

Take turns and listening to what others say

## Develop

With some confidence, show an increasing awareness of author choice, discuss words and phrases which capture their intertest in poetry.

## **Develop**

With some confidence, identify how language, paragraph structure and layout contribute to meaning in non-fiction text.

## **Develop**

With increasing confidence, consider relationship between vocabulary, plot and illustration

## **Introduce and Develop**

Identify messages hidden in fables and fairy tales

## **Practice and Develop**

Develop their familiarity with myths and legends; retell some of these orally.

## Develop

With growing confidence and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of reference texts/books.

## **Develop**

Take turns and listening to what others say

## Develop

Independently, consider relationship between vocabulary, plot and illustration

## Develop

Develop their familiarity with myths and legends; retell some of these orally.

## Develop

Identify word and poetic device choices in poems and discuss effect on the reader.

## Develop

With growing confidence and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, poetry and non-fiction..

## **Embed**

Take turns and listening to what others say

## Develop

Independently, show an increasing awareness of author choice, discuss



	layout contribute to meaning in fiction.  Introduce and Embed Understand where of different levels are kept and be able to access them when appropriate.  Introduce With adult modelling, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions.	With some support, identify how language paragraph structure and layout contribute to meaning in fiction.  Assess Use their developing reading, comprehension skills, author effect knowledge independently.  Practice With some support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions.	Practice With some confidence, show an increasing awareness of author choice, discuss words and phrases which capture their intertest in poetry.  Practice With some support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions.	Assess Use their developing reading, comprehension skills, author effect knowledge independently.  Develop With growing confidence, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions.	With some confidence, show an increasing awareness of author choice, discuss words and phrases which capture their intertest.  Develop With some confidence, identify how language, paragraph structure and layout contribute to meaning in reference and text books.  Develop With confidence, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions.	words and phrases which capture their intertest.  Develop Independently, identify how language, paragraph structure and layout contribute to meaning in non-fiction texts  Assess Use their developing reading, comprehension skills, author effect knowledge independently.  Embed Confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions.
Fluency and phrasing:	Consolidate from Year 3, continue and Assess Read one sentence each in reading aloud once a week during whole class reading. Introduce With adult modelling, read words speedily by working out the pronunciation of unfamiliar printed words	Continue and Assess Read one sentence each in reading aloud at least once a week during whole class reading.  Practise With some support, read words speedily by working out the	Introduce and Assess Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.  Practise	Practise and Assess Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.  Develop	Develop and Assess Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading.  Develop	Embed and Assess Read one paragraph each in reading aloud once a week. Projecting voice confidently for all listeners to hear during whole class reading. Embed



and recognising familiar words

## Consolidate from Year 3,

Introduce and Assess

Sight-read a wide range of exception words from the Y3-4 list

#### Introduce

With adult support as decoding becomes more secure, become independent, fluent and enthusiastic readers

pronunciation of unfamiliar printed words and recognising familiar words

Practise and Assess
Sight-read some more of

exception words from the Y3-4 list

#### **Practise**

With some support, as decoding becomes more secure, become independent, fluent and enthusiastic readers

With support, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words

## **Practise and Assess**

Sight-read many of exception words from the Y3-4 list

#### **Practise**

With support, as decoding becomes more secure, become independent, fluent and enthusiastic readers

## **Introduce** and **Practise**

Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action.

#### Introduce

With support, notice where commas create phrasing within sentences

#### Introduce

With support, read with expression, using the punctuation to support meaning, including multiclause sentences Introduce

With increasing confidence, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words

## **Develop** and **Assess**

Sight-read a widening range of exception words from the Y3-4 list

## Develop

With growing confidence, as decoding becomes more secure, become independent, fluent and enthusiastic readers

## **Practise**

With some support, notice where commas create phrasing within sentences

#### **Practise**

With some support, read with expression, using the punctuation to support meaning, including multi-c

Confidently, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words

## **Develop** and **Assess**

Sight-read a most of exception words from the Y3-4 list

## Develop

Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers

## **Develop**

Confidently, notice where commas create phrasing within sentences Practise and

## **Develop**

With some confidence, read with expression, using the punctuation to support meaning, including multi-clause sentences

# Develop and Embed

Read aloud and perform own playscripts to

Confidently, read words speedily by working out the pronunciation of unfamiliar printed word and recognising familiar words

## **Embed** and **Assess**

Sight-read all of exception words from the Y3-4 list

#### **Embed**

Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers

#### **Embed**

Independently, notice where commas create phrasing within sentences

#### Develop

Confidently, read with expression, using the punctuation to support meaning, including multiclause sentences

## **Develop** and **Embed**

Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and actions



			and practise Begin to recite whole poems with growing awareness of the listener		demonstrate understanding of intonation, tone, volume and action.	
Cross Curricular:	Stone Age information texts, Mammoth information texts, Cave art and DT	London fact texts, London Skyline art, research and information power point about London	Roman information texts, Roman shield DT, Roman mosaic DT, Roman dance	Ancient Chinese art, Terracotta warrior DT, Oracle bones DT, Shang Dynasty information texts	England information texts, food technology	Volcano art, Natural disasters information texts.
Reading/Writing Opportunities	Ancient civilisations, NCR, Narrative setting descriptions, Character descriptions, Newspaper reports, Range of fiction and non-fiction texts	Range texts, Writing from experiences, Writing adventure story, Persuasive writing (advert), Diary account	Newspaper article, Diary entry, Ancient civilisation, Explanation texts, recounts, Journalistic writing, Persuasive letter	Ancient civilisations, fiction and non-fiction texts, biographies, Persuasive writing, balanced arguments, balanced discussions	Character and setting descriptions, Play scripts, letter, diary and recounts, journalistic writing, biographies	A range of fiction and non- fiction texts, fact files, information booklets, writing for a website, recounts



Reading Curriculum Year 5	Anglo Saxons Beowulf <mark>History</mark>	Anglo Saxons Beowulf <mark>History</mark>	North America Geography Holes	North America Geography Holes	Vikings History The Dragon's Hoard: Stories from the Viking Sagas	Mountains When the Mountains Roared Geography
	MICHAEL MORPURGO BEONUIE	MICHAEL MORPURGO BEONUIF	LOUIS SACHAR	LOUIS SACHAR holes	Dragen's Hoard	WALTE COUNTY OF THE PARTY OF TH
Key Texts/ Authors	Michael Morpurgo	Michael Morpurgo	Louis Sachar	Louis Sachar	Lari Don, The Saga of Bjorn – animation	Jess Butterworth
Vipers	The Antlered Ship by Dashka Slater and The Fan Brothers	The Dragon Slayer Film Vipers	The Frankenstein Teacher by Tony Bradman	Treasure Island Robert Louis Stevenson	Welcome to Trash Land by Steve Cole	Romeo and Juliet William Shakespeare
Poetry/Rhyme	Figurative Language Don't Be Scared' by Carol Ann Duffy	Figurative Language, I Wandered Lonely as a Cloud' By W. Wordsworth	Narrative Poetry The Highwayman by Alfred Noyes	Narrative Poetry The Alchemist's letter	Free Verse Empty Head by Malick Fall	Free Verse 'Den to Let' by Gareth Owen,
Key Vocabulary	Anglo-Saxons, epic, poem, legend, warrior, Geats, Danes, Beowulf, Hrothgar	Dragon, tumulus, barrow, valiant, conquour, forlorn, Wiglaf, mourn	Texas, juvenile detention centre, yellow-spotted lizards, barren, wasteland, curse, canteen,	Warden, feeble, meadow, halluncination, Attorney General, lawyer,	Danelaw, Danegeld, invade, longhouse, longship, Odin, Norse, pagan, pillage, saga, Valhalla, Viking	Decline, descend, expendition, face, igneous, incline, landcape, landslide, Trek, valley
Decode / word- reading:	Consolidate from Year 4 and Introduce Be able to read Y3/4 statutory spellings plus begin to read some from the Year 5/6 list including	Introduce and Assess Begin to read some of the exception words from the Y5-6 list including words ending in '-ant.' '-ant' Is used if there is an 'a' or	Introduce and Assess Read an increasing amount of the exception words from the Y5-6 list including words ending in '-able.' If this is being added to a root word	Introduce and Assess Read many of the exception words from the Y5-6 list including words spelled with 'ie' after c, words with the 'ee' sound	Introduce and Assess Read more of the exception words from the Y5-6 list including homophones that they have the same	Introduce and Assess Read more of the exception words from the Y5-6 list including words with hyphens to join a prefix,



words ending in '-ious.' '-cious.' if the root word ends in -ce the sound is usually spelled '-cious.', '-cial' and '-tial.' And challenge words.

Consolidate from Year 4
Practise and Embed

Understand alphabetical order Consolidate from Year 4 and Continue With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).

Consolidate from Year 4 and Continue Use a dictionary successful to find meanings of words.

Consolidate from Year 4 and Continue With some support, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.

Consolidate from Year 4, Continue and Assess

'ay' sound in the right place, words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place, use —ent and -ence after soft c (/s/sound), soft g (/j/sound) and qu and challenge words.

Practise With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).

Practise Use a dictionary successful to find meanings of words.

Practise With minimal support, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.

Practise and Assess Revise and develop their knowledge of the skills needed for reading. ending in —ce or —ge then the e after the c or g, adding suffixes beginning with vowel letters to words ending in —fer, words with 'silent' letters at the start and challenge words.

Develop With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).

Develop Use a dictionary successful to find meanings of words. Practise With some confidence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.

Practise and Assess Revise and develop their knowledge of the skills needed for reading. spelled ei after c; the 'i before e except after c' rule, words containing the letter string 'ough' where the sound is /aw/ and challenge words.

Embed With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).

Embed Use a dictionary successful to find meanings of words.

Develop With growing confidence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.

Practise and Assess Revise and develop their knowledge of the skills needed for reading. pronunciation but different spellings and/or meanings and challenge words.

Develop With growing independence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.

Practise and Assess Revise and develop their knowledge of the skills needed for reading. challenge words and revision.

Embed Confidently and independently, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.

Practise and Assess Revise and develop their knowledge of the skills needed for reading.



	Revise and develop their					
	knowledge of the skills					
	needed for reading					
Comprehend,	Consolidate from Year 4,	Practise With support,	Practise With increasing	Develop Read and discuss	Develop Read and	Embed Read and
locate and	Continue Read and	check that the book makes	confidence, check that the	an increasingly wide range	discuss an increasingly	discuss an
retrieve:	discuss an increasingly	sense to them, discussing	book makes sense to them,	of instructions looking at	wide range of sagas	increasingly wide
retrieve.	wide range of fiction	their understanding and	discussing their	their structure and their	including looking at their	range of diaries and
	and poetry including	exploring the meaning of	understanding and	purpose.	structure and reading	Explanation texts including
	looking at their	words in context.	exploring the meaning of		for a purpose.	looking at their
	structure and reading		words in context.	Develop With confidence,		structure and reading
	for a purpose.	Develop and Embed		check that the book makes	Develop With some	for a purpose.
		Confidently, understand	Practise Distinguish	sense to them, discussing	independence, check	
	Consolidate from Year 4	that books that are	between statements of fact	their understanding and	that the book makes	Embed Independently
	and Introduce With	structured in different	and opinion in the main	exploring the meaning of	sense to them,	and confidently,
	support, check that the	ways and reading for a	English texts.	words in context.	discussing their	check that the book
	book makes sense to	range of purposes.			understanding and	makes sense to them,
	them, discussing their		Practise Explain and discuss	Develop Distinguish	exploring the meaning	discussing their
	understanding and	Practise Distinguish	their understanding of what	between statements of	of words in context.	understanding and
	exploring the meaning	between statements of	they have read, including	fact and opinion in various		exploring the
	of words in context.	fact and opinion in whole	debates and using notes	texts throughout the term.		meaning of words in
		class reading texts	where necessary.		Develop Explain and	context.
	Consolidate from Year 4			Develop Explain and	discuss their	
	and Continue Revisit the	Practise Explain and	Practise With support,	discuss their	understanding of what	Embed Distinguish
	understanding that	discuss their	discuss their understanding	understanding of what	they have read,	between statements
	books that are	understanding of what	and explore the meaning of	they have read, including	including through formal	of fact and opinion a
	structured in different	they have read, including	words in context	through debates, and	presentations and using	variety of texts
	ways and reading for a	debates and using notes		using notes where	notes where necessary.	throughout the term.
	range of purposes.	where necessary.	Practise With support, ask	necessary.	Practise and Develop	Embod Evalain and
	Introduce Distinguish	Practise With some	questions which develop	Introduce Begin to	•	Embed Explain and discuss their
	Introduce Distinguish between statements of	support, discuss their	their understanding.	recommend books that	Confidently recommend books that they have	understanding of
	fact and opinion when	understanding and explore	Practise With some	they have read to their	read to their peers,	what they have read,
	discussing whole class	the meaning of words in	support, retrieve key details	peers, giving reasons for	giving reasons for their	including through
	reading texts.	context.	Support, retireve key details	their choices.	choices.	informal
	reading texts.	context.		then endices.	citotices.	IIIOIIII



Introduce Explain and discuss their understanding of what they have read, including maintaining a focus on the topic and using notes where necessary.

Consolidate from Year 4 and Continue With adult modelling, discuss their understanding and explore the meaning of words in context.

Consolidate from Year 4 and Introduce With adult modelling, ask questions which develop their understanding.

Introduce With adult modelling, begin to retrieve key details and begin to find quotations from a whole text.

Introduce With adult modelling, begin to learn to locate the author or poet's viewpoint, either where it is explicitly stated, or Practise With some support, ask questions which develop their understanding.

Practise With some support, retrieve key details and begin to find quotations from a whole text.

Practise With some support, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.

Practise With some support, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.

Practise With support continue to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

and begin to find quotations from a whole text.

Practise With some confidence, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.

Practise With developing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.

Practise With some support continue to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

Practise With developing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.

Introduce With support, begin to identify and discuss themes and conventions in and across a wide range of writing.

Introduce With adult support, begin to retrieve, record and present information from nonfiction.

Develop With some confidence, discuss their understanding and explore the meaning of words in context.

Develop With some confidence, ask questions which develop their understanding.

Develop With increasing confidence, retrieve key details and begin to find quotations from a whole text.

Develop With increasing confidence, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved

Practise and Develop
With growing
confidence, Identify and
discuss themes and
conventions in and
across a wide range of
writing.

Practise and Develop With some support, retrieve, record and present information from non-fiction.

Develop Confidently, discuss their understanding and explore the meaning of words in context.

Develop Confidently, ask questions which develop their understanding.

Develop Confidently, retrieve key details and begin to find quotations from a whole text.

Develop Confidently, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved presentations, maintaining a focus on the topic and using notes where necessary.

#### **Embed**

Enthusiastically recommending books that they have read to their peers, giving reasons for their Choices.

#### Embed

Independently, identify and discuss themes and conventions in and across a wide range of writing.

Embed Independently, retrieve, record and present information from nonfiction.

Embed Independently, discuss their understanding and explore the meaning of words in context.

Ember



when it can be retrieved through using similar words and phrases.

Introduce With adult support, begin to understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.

Consolidate from Year
4, Revise and Continue
With adult modelling
revise how to skim or
scan a whole text first to
select which paragraph
or section of text an
answer may be located
in and then use the text
to support their answers

Assess Use their developing reading and comprehension skills independently.

Practise With some support continue to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers

through using similar words and phrases.

Develop With increasing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.

Develop With some confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

Assess Use their developing reading and comprehension skills independently.

through using similar words and phrases.

Develop With increased confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

Develop Confidently, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus. Independently, ask questions which develop their understanding.

## **Embed**

Independently, retrieve key details and begin to find quotations from a whole text.

Embed Independently and confidently, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.

Embed Confidently and independently, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or Thesaurus.

Embed Confidently, skim or scan a whole text first to select



						which paragraph or
						section of text an
						answer may be
						located in and then
						use the text to
						support their answers.
						Assess Use their
						developing reading and
						comprehension skills
Inferential	Consolidate from Year 4	Practise and Develop	Embed Independently, draw	Introduce With adult	Practise and Develop	Embed Confidently, draw
understanding:	and Continue With	Confidently, draw	inferences independently,	support, begin to draw	With growing	inferences such as inferring
	support continue to	inferences independently,	often justifying with textual	inferences such as	confidence, draw	characters' feelings,
	draw inferences	often justifying with	evidence.	inferring characters'	inferences such as	thoughts and motives from
	independently, often	textual evidence.		feelings, thoughts and	inferring characters'	their actions, and justifying
	justifying with textual		Practise With some	motives from their	feelings, thoughts and	inferences with evidence.
	evidence.	Practise With some	confidence, ask some good	actions, and justifying	motives from their	
		support, ask good quality	quality questions to	inferences with evidence.	actions, and justifying	Embed Confidently, ask
	Consolidate from Year 4	questions to improve their	improve their		inferences with	appropriate questions to
	and Continue Revise	understanding.	understanding.	Develop With increasing	evidence.	improve their
	asking questions to			confidence, ask good		understanding.
	improve their	Practise With some	Practise With some	quality questions to	Develop With	
	understanding.	support, make predictions	confidence, make	improve their	confidence ask	Embed Confidently and
		about what might happen	predictions about what	understanding.	appropriate questions to	independently make
	Consolidate from Year 4	from details stated and	might happen from details		improve their	predictions about what
	and Continue Revise	implied.	stated and implied.	Develop With a	understanding.	might happen from details
	making predictions			developing confidence,		stated and implied.
	about what might	Introduce, Practise and	Introduce With some	make predictions about	Develop Confidently,	
	happen from details	Embed Be able to identify	support, make predictions	what might happen from	make predictions about	Embed Independently,
	stated and implied.	and discuss themes across	from implied details, both	details stated and implied.	what might happen	make predictions from
		a wide range of texts, both	before and after events.		from details stated and	implied details, both
	Introduce and Practise	fiction, non-narrative and		Practise With some	implied.	before and after events
	With adult support,	poetry.	Develop and Embed	confidence, make		
	orally and in writing		Independently, orally and in	predictions from implied	Develop With increasing	Embed Confidently, make
	summarise main ideas	Practise and Develop With	writing summarise main	details, both before and	confidence, make	comparisons within and
	of a text.	growing confidence, orally	ideas of a text.	after events.	predictions from implied	



	Introduce With adult modelling, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.	and in writing summarise main ideas of a text.  Practise With some support, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.  Assess Use their inferential skills independently developed so far	Introduce With adult support, make comparisons within and across texts, referring to both reference points.  Introduce With adult support begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.  Practise With some confidence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.	Practise With some support, make comparisons within and across texts, referring to both reference points.  Practise and Develop With some support, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.  Develop With increasing confidence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.  Assess Use their inferential skills	details, both before and after events.  Develop With increasing confidence, make comparisons within and across texts, referring to both reference points.  Develop With increasing confidence, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.  Develop With some independence, discuss and explore the precise meaning of words and phrases in context using teacher led sentences	across texts, referring to both reference points  Embed Independently, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.  Embed Independently, discuss and explore the precise meaning of words and phrases in context using teacher led sentences.  Assess Use their inferential skills independently developed so far
Respond to text:	Consolidate from Year 4	Practise With some	Practise With some		teacher led sentences  Develop Confidently,	Embed Independently,
Respond to text:	and Continue Revise	support, identify how	confidence, identify how	confidence, identify how	identify how language,	identify how language,
	identifying how	language, structure and	language, structure and	language, structure and	structure and	structure and presentation
	language, structure and	presentation contribute to	presentation contribute to	presentation contribute to	presentation contribute	contribute to meaning.
	presentation contribute	meaning.	meaning.	meaning.	to meaning.	
	to meaning.	Continue Futured thesis	Continue Futer deletin	Continue Futorial thatia	Continue Futured that	Continue Extend their
	Introduce a cit finite it	Continue Extend their	Continue Extend their	Continue Extend their	Continue Extend their	familiarity with texts to
	Introduce and Embed	familiarity with texts to	familiarity with texts to	familiarity with texts to	familiarity with texts to	include modern fiction,
	Understand where	include modern fiction,	include modern fiction,	include modern fiction	include modern fiction,	fiction from our literary



books of different levels are kept and be able to access them when appropriate.

Introduce With adult support, extend their familiarity with texts to include modern fiction, fiction from our literary heritage.

Consolidate from Year 4 and Continue With adult support, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Introduce With adult modelling, discuss and build on their own and others' Ideas.

Introduce With adult modelling, begin to make comparisons within and across books.

Consolidate from Year 4 and Continue With adult modelling, maintain a positive attitude to reading texts structured fiction from our literary heritage.

Practise With some support, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Practise With some support, discuss and build on their own and others' ideas.

Practise With some support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction

Practise With support, make comparisons within and across books.

Practise During supported discussion, make comparisons within and across texts.

Practise With support, distinguish between fact and opinion.

fiction from our literary heritage and books from other cultures.

Practise With some confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Practise With some confidence, discuss and build on their own and others' ideas.

Practise With support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, nonfiction.

Practise With some support, make comparisons within and across books.

Practise With some confidence during discussion make comparisons within and across texts.

and fiction from our literary heritage.

Introduce With some support, 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 courteously.

Develop With increasing confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Develop With increasing confidence, discuss and build on their own and others' ideas.

Develop With some confidence, make comparisons within and across books.

Develop With increasing confidence, maintain a positive attitude to reading texts structured in

fiction from our literary heritage, and books from other cultures.

Practise and Develop
With increasing
confidence, 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
courteously.

Develop Confidently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Develop Confidently, discuss and build on their own and others' ideas.

Develop Confidently, make comparisons within and across books. Develop Confidently, maintain positive attitudes to reading texts structured in heritage and books from other cultures.

Embed Confidently, 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 courteously.

Embed Confidently and independently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Embed Independently, make comparisons within and across books.

Embed Confidently and independently, discuss and build on their own and others' ideas.

Embed Confidently, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, nonfiction



in different ways for a range of purposes i.e. poetry, fiction, nonfiction.

Introduce With adult modelling make comparisons within and across texts.

Introduce With adult modelling, distinguish between fact and opinion.

Consolidate from Year 4 and Continue With support, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.

Introduce With adult support, begin to understand figurative language e.g. metaphor, personification. Practise With some support, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.

Practise With some support, understand figurative language e.g. similes and alliteration.

Assess Use their developing reading, comprehension skills, authorial effect knowledge independently Practise With minimal support, distinguish between fact and opinion.

Practise With some confidence, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.

Practise With some confidence show an understanding and use figurative language e.g. rhythm and rhyming.

different ways for a range of purposes i.e. poetry, fiction, nonfiction

Develop During supported discussion, with some confidence, make comparisons within and across texts.

Develop With some confidence, distinguish between fact and opinion.

Develop With increasing confidence, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.

Develop With increasing confidence, show an understanding and use of figurative language e.g. metaphors and similes.

Assess Use their developing reading, comprehension skills, authorial effect knowledge independently. different ways for a range of purposes i.e. poetry, fiction, nonfiction.

Develop During supported discussion, with increasing confidence, make comparisons within and across texts.

Develop With increasing confidence, distinguish between fact and opinion.

Develop Confidently, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.

Develop Confidently, understand and use figurative language e.g. choice of vocabulary and alliteration. Embed During supported discussion, independently, make comparisons within and across texts.

Embed Independently, distinguish between fact and opinion.

Embed Independently, discuss and evaluate how authors use language, considering the impact on the reader and how this has been achieved using how, what, where and why questions.

Embed Independently understand and use figurative language e.g. metaphor, personification.

Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.



# Fluency and phrasing:

Consolidate from Year 4 and Continue Learn a wider range of poetry by heart.

Consolidate from Year 4 and Continue Begin to read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.

Introduce With adult modelling, begin to notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

Introduce Read silently and then discuss what they have read on a daily basis.

Consolidate from Year 4 and Continue With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.

Practise Learn a wider range of poetry by heart.

Practise Continue to read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.

Practise With support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

Practise Read silently and then discuss what they have read on a daily basis.

Develop With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.

Practise Learn a wider range of poetry by heart.

Practise With increasing confidence read aloud a wider range of age appropriate non-fiction and other texts with accuracy and at a reasonable speaking pace.

Practise With some support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

Introduce Prepare readings and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Practise Read silently and then discuss what they have read on a daily basis.

Embed With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.

Develop Learn a wider and increasing range of poetry by heart.

Develop Confidently read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.

Develop With some confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

Introduce With adult support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.

Develop Read silently and then discuss what they have read on a daily basis.

Introduce Begin to sightread some Yr5-6 exception words with some automaticity Develop Learn a wider and increasing range of poetry by heart.

Develop Confidently read aloud a wider range of age appropriate fiction with accuracy and at a reasonable speaking pace.

Develop With increasing confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

Develop Prepare readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Practise With some support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.

Embed Learn a wider and increasing range of poetry by heart.

Embed Confidently read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.

Embed Confidently and independently, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.

Embed Prepare poems and other readings to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Develop With some confidence, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.



					Develop Read silently and then discuss what they have read on a daily basis.  Practise Be able to sight-read more Yr5-6 exception words with some automaticity.	Embed Read silently and then discuss what they have read on a daily basis.  Develop Be able to sight-read many Yr5-6 exception words with increasing automaticity
Cross Curricular:	History – Anglo-Saxons	History Anglo-Saxons	Geography – USA	Geography - USA	History - Vikings	Geography - mountains
Reading/Writing Opportunities	Character description Warrior; Diary Warrior's journey to Denmark; Persuasive writing Warrior quest application letter; Story writing Battle with Grendel; Persuasion – apply to be one of Beowulf's 14 warriors; NCR Bearded Dragons	Setting description Dragon's lair Newspaper article –Dragon attack Anti-Bullying wk writing; NCR dragons; Poetry Dragons; instructions – Honey Oatcakes	Diary entry – Stanley's first day at camp; Informal letter – Stanley's letter home Traditional story – Elya and the Pig; Character description – The garden; NCR American animals	Persuasive advert – Sam's onion cures; Character description – Kissin' Kate wanted poster Biography- Louis Sachar; Play script – Rattlesnake Venom	Setting description – Valhalla Explanation – How the Vikings get their mead; Comic story—An Honourable Death; Character description – Saga from The Dragon's Hoard; Newspaper article saga from The Dragon's Hoard	Diary entry – leaving Australia; Setting description – arriving in India; Formal letter- complaint; NCR leopards; Persuasion – visiting India; Poetry



Reading Curriculum Year 6 Topic	The Maya <mark>History</mark> Ancient Mayan texts Mayan folktales; The Chocolate Tree – a Mayan folktale	World War 2 <mark>History</mark> Friend or Foe	World War 2 History Extracts from Anne Frank's Diary; Friend or Foe Waiting for Anya	Our World <mark>Geography</mark> Kensuke's Kingdom	Our World/ South American <mark>Geography</mark> Kensuke's Kingdom The Explorer	Physical <mark>Geography</mark> The Explorer; When I grow up
	CHÖOLATE MAAYAN MAAYAN FOLKTALES	MICHAEL MORPURGO FRIEND" FOE	MICHAEL MORPURGO  WITINGANYA  WITINGANYA	MICHAEL MORPURGO	INCHAEL MORPURGO  EXPLORER  KATHERINE RONDELL  KENSUKEI  KINOOOM	Tim Minchin's  WHEN I COW UP  Steve Artory  KATHERINE RUNDELL
Key Texts/ Authors	Linda Lowrey James. D. Sexton	Michael Morpurgo	Anne Frank and Mirjam Pressler	Michael Morpurgo	Catherine Rundell	Tim Minchin
Vipers	Dia de los Muertas - Day of the Dead – Film Vipers	Great Expectations by Charles Dickens	Letters from the Lighthouse by Emma Carroll	Crater Lake by Jennifer Killick	Robinson Crusoe Daniel Defoe	Macbeth William Shakespeare
Poetry/Rhyme	Classic Poetry The Lion and Albert' By Marriott Edgar	Narrative Poetry The Raven Edgar Allen Poe	Narrative Poetry Shadow of Blue	Free Verse I'm Free by John Kitching	Free Verse Arguing by Liz Brownlee and The Sea's Hands by George Szirtes	Sonnets, Sonnet 22 by Wendy Cope



Key Vocabulary	Shamans, legends, Fables of naguales, mythic, heritage, fragility, folklore, spiritualists, cautionary, profound, whimsical	Evacuated, blitz, Luftwaffe, foe, placard, marshalled, bemused, sullen, hyphenated, reconcile, allies, civilians	Kindertransport, Nazis, Jewish, attic, rationing, concentration camp, genocide, holocaust, scapegoat, immigrant, occupation, poignant	Reservoir, yacht, dinghy, galley, idioms, talisman, bearings, sextant, stern, longitude and latitude, circumnavigate	Sceptical, grimacing, brusquely, tenacious, proprietorial pride, maiden voyage, coax, tendrils, contemptuous, non-committal	Sonnets, ruthless, thane, compelled, cauldron, tyrant, ambition, chant, theatrical, superstitions, all-hail, flee, prophecy, suspicion
Decode / word-reading:	Consolidate from Year 5, Revise and Embed Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.  Consolidate from Year 5, Continue and Assess Read a wide range of exception words, including from the Y5-6 list and similar words which occur in the texts they read.  Consolidate from Year 5, Continue and Assess Revise and develop their knowledge of the skills needed for reading. Daily reading and pre-teaching for whole class reading, e.g. Apples and Pears,	Practise and Assess Read some more words from the Year 5-6 list including short vowel sound i spelled y, long vowel sound i spelled y, prefix 'over' to verbs and suffix ful.  Practise and Assess Revise and develop their knowledge of the skills needed for reading and daily reading, e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate	Practise and Assess Read some more words from the Year 5-6 list including words which can be nouns or verbs, words with an o sound spelled 'ou' or 'ow', soft c spelled ce, prefix dis, un, over, im, F spelled ph and words with origins in other countries e.g. bungalow, veranda, ballet  Practise and Assess Revise and develop their knowledge of the skills needed for reading e.g.  Apples and Pears, Dancing Bears and daily reading, as appropriate	Practise and Assess Read some more words from the Year 5-6 list including unstressed vowel sounds, endings cial/tial after a vowel sound, endings cial/tial after a consonant sound, words with letter string 'acc' at the beginning of words, words ending in ably and words ending in ible.  Practise and Assess Revise and develop their knowledge of the skills needed for reading and daily reading, e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate	Practise and Assess Read some more words from the Year 5-6 list including adding suffix ibly to create an adverb, changing ent to ence er, or, ar at the end of words, grammar vocabulary e.g. synonym, antonym, colon and mathematical vocabulary  Practise and Assess Revise and develop their knowledge of the skills needed for reading and daily reading, e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate	Practise and Assess Read some more words from the Year 5-6 list including adverbs synonymous with determination, adjectives to describe settings, vocabulary to describe feelings and adjectives to describe character e.g. obnoxious, repugnant, exquisite  Practise and Assess Revise and develop their knowledge of the skills needed for reading and daily reading, e.g. Apples and Pears, Dancing Bears and daily reading, as appropriate



	Dancing Bears and daily reading, as appropriate					
Comprehend,	Consolidate from Year 5	Practise Learn a wider	Practise Learn a wider	Develop Learn a wider	Develop Learn a wider	Embed Learn a wider
locate and	and Continue Learn a	range of poetry	range of poetry	range of poetry often by	range of poetry often by	range of poetry mostly by
retrieve:	wider range of poetry sometimes by heart.	sometimes by heart e.g. Raven by Edgar Allen	sometimes by heart.	heart.	heart.	heart.
		Poe.	Develop With increasing	Embed Independently,	Introduce and Practise	Develop and Embed With
	Introduce With adult		confidence, prepare	prepare poems to read	With support, prepare to	increasing confidence,
	modelling, prepare poems	Practise With some	poems to read aloud and	aloud and to perform,	read aloud and to	prepare to read aloud and
	to read aloud and to	support, prepare poems	to perform, showing	showing understanding	perform, showing	to perform, showing
	perform, showing	to read aloud and to	understanding through	through intonation, tone	understanding through	understanding through
	understanding through	perform, showing	intonation, tone and	and volume so that the	intonation, tone and	intonation, tone and
	intonation, tone and volume so that the	understanding through intonation, tone and	volume so that the meaning is clear to an	meaning is clear to an audience.	volume so that the meaning is clear to an	volume so that the meaning is clear to an
	meaning is clear to an	volume so that the	audience.	audience.	audience.	audience.
	audience.	meaning is clear to an	addictice.	Develop Confidently	addictice.	dadienee.
		audience.	Practise Confidently	demonstrate a familiarity	Develop Independently	Embed Independently
	Consolidate from Year 5		demonstrate a familiarity	with range of fiction	and confidently show a	show a familiarity with
	and Continue, Continue to	Practise With an	with range of fiction	including classic	familiarity with range of	range of fiction including
	demonstrate an	increasing confidence	including myths and	literature.	fiction including classic	literature from other
	increasing familiarity with	demonstrate an	legends from around the		literature.	cultures.
	range of fiction including	increasing familiarity	world and adventure	Develop Show a confident		
	traditional stories (Indian folktales folktales from	with range of fiction	stories.	ability to distinguish between statements of	Develop Independently	Embed Independently be
	other cultures).	including classic literature and stories	Practise Show a	fact and opinion.	be able to show an ability to distinguish between	able to show an ability to distinguish between
	other cultures).	including suspense.	developing ability to	fact and opinion.	statements of fact and	statements of fact and
	Consolidate from Year 5	morading suspense.	distinguish between	Develop Retrieve, record	opinion.	opinion.
	and Continue Show an	Practise Show a	statements of fact and	and present information		'
	ability to distinguish	developing ability to	opinion.	from non-fiction e.g.	Develop Retrieve, record	Embed Retrieve, record
	between statements of	distinguish between		biography and NCR,	and present information	and present information
	fact and opinion.	statements of fact and	Practise Retrieve, record	basking sharks.	from non-fiction e.g. play	from non-fiction e.g.
		opinion.	and present information		scripts, newspaper	speeches and argument.
	Consolidate from Year 5,	Dunation Dataious, as a seed	from non-fiction e.g. non-	Develop With increasing	articles	Fuebod Indonos double
	Revise and Continue	Practise Retrieve, record and present information	chronological reports and explanation texts e.g.	confidence, maintain focus on the subject	Develop With confidence,	Embed Independently, maintain focus on the
		from non-fiction e.g.	What forms of	during text discussions,	maintain focus on the	subject during text
		ironi non-nation e.g.	vviiat itiilis ti	during text discussions,	maintain locus on the	subject during text



Retrieve, record and present information from non-fiction.

Introduce With adult modelling, maintain focus on the subject during text discussions, using notes when necessary

Consolidate from Year 5, Revise and Continue Demonstrate how to locate information and provide reasoned justifications for their views.

Consolidate from Year 5, Demonstrate how to find accurate quotations from a whole text. Introduce With adult modelling, retrieve and summarise details to support

opinions and predictions.

Consolidate from Year 5, Revise and Continue Revise how to use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to newspaper reports and non-chronological reports – how war was declared.

Practise With some support, maintain focus on the subject during text discussions, using notes when necessary

Practise With increasing confidence, demonstrate how to locate information and provide reasoned justifications for their views.

Introduce With support, routinely find accurate quotations from whole texts. Practise With support, retrieve and summarise details to support opinions and predictions.

Practise With support continue to use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.

entertainment were available during WW2?

Practise With support, maintain focus on the subject during text discussions, using notes when necessary

Practise With increasing confidence, demonstrate how to locate information and provide reasoned justifications for their views.

Practise With some support, routinely find accurate quotations from whole texts.

Practise With some support, retrieve and summarise details to support opinions and predictions.

Practise With some confidence, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. For example, Why does

using notes when necessary

Develop Confidently locate information and provide reasoned justifications for their views.

Develop With some confidence, routinely find accurate quotations from whole texts.

Develop With increasing confidence, retrieve and summarise details to support opinions and predictions.

Develop With increasing confidence, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood/setting/characters and to support own viewpoint. For example, What three details does the author use to describe Kensuke?

subject during text discussions, using notes when necessary

Develop Confidently locate information and provide reasoned justifications for their views.

Develop Confidently, routinely find accurate quotations from whole texts.

Develop Confidently retrieve and summarise details to support opinions and predictions.

Develop Confidently, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood/setting/characters and to support own viewpoint. For example: Explain What justification does the explorer give in refusing to contact the outside world?

Develop Identify and discuss themes and

discussions, using notes when necessary

Embed Confidently locate information and provide reasoned justifications for their views.

Embed Independently, routinely find accurate quotations from whole texts.

Embed Confidently, retrieve and summarise details to support opinions and predictions.

Embed Independently, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.

Develop Identify and discuss themes and conventions in and across a wide range of writing e.g. gender inequality



	support own viewpoint.	For example, Can you	Anne Frank's Diary		conventions in and across	
	For example, How do the	find descriptive	abruptly end in June		a wide range of writing	
	personalities of High	references in this	1944?		e.g. black history	
	Priests and Peasants	chapter using dark or	1344.		c.g. black motory	
	differ? Use evidence from	black?			Assess via SATs Use their	
	the text to support your	Didekii.			developing reading and	
	answer.	Introduce Read Dickens			comprehension skills	
	unswer.	fiction from our literary			independently.	
		heritage; Great			macpenaentry.	
		Expectations			Develop Read fiction from	
		Expectations			our literary heritage;	
		Introduce Identify and			Robinson Crusoe	
		discuss themes and			Robinson Crusoe	
		conventions in and			Assess Use their	
		across a wide range of			developing reading and	
		writing e.g. the theme of			comprehension skills	
		refugees and migration.			independently	
		Assess Use their				
		developing reading and				
		comprehension skills				
		independently.				
Inferential	Consolidate from Year 5,	Practise With increasing	Practise With some	Develop With increasing	Develop With confidence,	Embed With confidence,
understanding:	Revise and Continue With	fluency and	confidence and fluency	confidence, fluency and	fluency and	fluency and independence,
	some fluency, continue to	independence, draw	draw hidden inferences,	growing independence,	independence, draw	draw hidden inferences,
	draw hidden inferences,	hidden inferences,	justifying with textual	draw hidden inferences,	hidden inferences,	justifying with textual
	justifying with textual	justifying with textual	evidence and Introduce	justifying with textual	justifying with textual	evidence, including regular
	evidence.	evidence.	including finding	evidence, including some	evidence, including many	quotations which
			quotations which	quotations which	quotations which	illustrate.
	Introduce With adult	Practise With some	illustrate.	illustrate.	illustrate.	
	modelling, make reasoned	support, make reasoned				Embed Confidently and
	predictions from implied	predictions from implied	Practise With some	Develop With increasing	Develop Confidently and	independently, make
	details.	details. Practise Identify	confidence, make	confidence, make	independently, make	reasoned predictions from
		and discuss the theme of	reasoned predictions from	reasoned predictions	reasoned predictions	implied details.
	Consolidate from Year 5,	WW2 across a wide	implied details.	from implied details.	from implied details.	
	Revise and Continue	range of texts.		Develop Identify and	Develop identify and	



Identify and discuss the theme of poetry across a wide range of texts.

Consolidate from Year 5, Revise and Continue With adult modelling begin to summarise main ideas across whole text and note developments e.g. of a character or relationship.

Introduce With adult modelling, begin to make comparisons within and across texts, using evaluative skills.

Introduce With adult modelling, work out the nuanced meanings of words and phrases in context. For example, 'What is meant by resilience in this extract?'

Practise With support, summarise main ideas across whole text and note developments e.g. of a character or relationship.

Practise With some support, start to make comparisons within and across texts, using evaluative skills.

Practise With some support, work out the nuanced meanings of words and phrases in context. For example, 'Why do you think the word 'Wait' has been used so often in this poem?

Assess Use their developing reading, comprehension skills, authorial effect knowledge Practise Identify and discuss the theme of planet Earth across a wide range of texts.

Practise With some confidence, summarise main ideas across whole text and note developments e.g. of a character or relationship.

Practise With some confidence, be able to make comparisons within and across texts, using evaluative skills.

Practise With some confidence, work out the nuanced meanings of words and phrases in context. For example, Why is the rope described as "a lifeline"?

discuss the theme of classical text.

Develop With growing confidence, summarise main ideas across whole text, note developments e.g. of a character or relationship.

Develop With increasing confidence continue to make comparisons within and across texts, using evaluative skills.

Develop With increasing confidence, work out the nuanced meanings of words and phrases in context. For example, What phrase tells us that the narrator sleeps during his journey by mail?

Assess Use their developing reading, comprehension skills, authorial effect knowledge

discuss the theme of historical facts across a wide range of texts.

Develop With confidence and some independence, summarise main ideas across whole text, note developments e.g. of a character or relationship. In what way does the

relationship between Michael and Kensuke develop overtime?

Develop Confidently and independently, be able to make comparisons within and across texts, using evaluative skills.

Develop Confidently and independently, work out the nuanced meanings of words and phrases in context.

Assess via SATs Use their developing reading, comprehension skills, authorial effect knowledge

Embed identify and discuss the theme of biographies across a wide range of texts.

Embed Independently, summarise main ideas across whole text, note developments e.g. of a character or relationship.

Embed Independently, make comparisons within and across texts, using evaluative skills.

Embed Independently, work out the nuanced meanings of words and phrases in context. Find and copy a simile used to describe how Michelle looked at her face in the mirror



## Respond to text:

Consolidate from Year 5, Revise and Continue With support, participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and Introduce begin challenging others' views courteously.

Consolidate from Year 5, Revise and Continue Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader

Introduce with adult modelling, focusing on How does this text make you feel? What do you think of this character? Which part do you prefer? Can you explain why? How does the way this is set out on the page help us to find information?

Introduce With adult support, identify and talk about figurative language and its impact – similes and metaphors

Practise With familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and start to challenge others' views courteously.

Practise With support, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader focusing on How does this text make you feel? What do you think of this character? Which part do you prefer? Can you explain why? How does the way this is set out on the page help us to find information?

Practise With some support identify and talk about figurative language and its impact – inc similes, metaphors, personification, onomatopoeia Practise With some confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and continue to challenge others' views courteously.

Practise With some confidence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader

Introduce with adult support, focusing on Do you think this letter has been structured in a way that is helpful to the reader? Can you see how the author has achieved that? Do you like the phrase this author has chosen? Can you think of another text which compares with this one? How is it different?

Practise With some confidence, identify and talk about figurative language and its impact-

Develop With growing confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and continue to challenge others' views courteously.

**Develop With some** confidence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader focusing on Do you think this letter has been structured in a way that is helpful to the reader? Can you see how the author has achieved that? Do you like the phrase this author has chosen? Can you think of another text which compares with this one? How is it different?

Develop With growing confidence, identify and talk about figurative language and its impactinc similes, metaphors,

Develop With confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and challenging others' views courteously

Develop Confidently, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader using all the questioning from previous terms.

Develop With confidence, identify and talk about figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia

Develop Confidently, distinguish between fact and opinion.

Develop Confidently, explain and discuss their understanding of what Embed With continued confidence and familiarity, participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and challenging others' views courteously

Embed discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader using all the questioning from previous terms.

Embed Confidently, identify and talk about figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia

Embed Confidently, distinguish between fact and opinion.

Embed Confidently, explain and discuss their understanding of what they have read, expressing their point of view.



<u> </u>						
		Practise With some	inc similes, metaphors,	personification and	they have read,	
	Consolidate from Year 5,	support, distinguish	personification and	hyperbole and	expressing their point of	Embed Confidently,
	Revise and Continue With	between fact and	hyperbole	onomatopoeia	view.	provide reasoned
	support, distinguish	opinion.				justification for views.
	between fact and opinion.		Practise With some	Develop With increasing	Develop Confidently,	
		Practise With some	confidence, distinguish	confidence, distinguish	provide reasoned	
	Introduce With adult	support, explain and	between fact and opinion.	between fact and	justification for views.	
	modelling, explain and	discuss their		opinion.		
	discuss their	understanding of what	Practise With some		Assess via SATs Use their	
	understanding of what	they have read,	confidence, explain and	Develop With increasing	developing reading,	
	they have read,	expressing their point of	discuss their	confidence, explain and	comprehension skills,	
	expressing their point of	view.	understanding of what	discuss their	authorial effect	
	view.		they have read, expressing	understanding of what	knowledge	
		Practise With support,	their point of view.	they have read,		
	Consolidate from Year 5,	provide reasoned		expressing their point of		
	Revise and Continue With	justification for views.	Practise With some	view.		
	adult modelling, provide		confidence, provide			
	reasoned justification for	Assess Use their	reasoned justification for	Develop With confidence,		
	views.	developing reading,	views.	provide reasoned		
		comprehension skills,		justification for views.		
		authorial effect		Why is Crater Lake		
		knowledge		described as sinister?		
				What devices has the		
				author used to create		
				atmosphere?		
				Assess Use their		
				developing reading,		
				comprehension skills,		
				authorial effect		
				1 1	1	

knowledge



# Fluency and phrasing:

Consolidate from Year 5, Revise and Continue Read age-appropriate texts with some fluently from the class book area, school library and differentiated text during whole class reading.

Consolidate from Year 5, Revise and Continue With support, recite a wider range of poetry, sometimes by heart e.g. The Lion and Albert' By Marriott Edgar

Consolidate from Year 5, Revise and Continue With adult modelling, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

Consolidate from Year 5, Revise and Continue With support, notice and respond to punctuation and phrasing when reading aloud. Practise Read ageappropriate texts with developing fluently from the class book area, school library and differentiated text during whole class reading.

Practise With continued support, recite a wider range of poetry, sometimes by heart.

Practise With some support, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

Practise With some support, notice and respond to punctuation and phrasing when reading aloud.

Practise With support, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts. Practise Read ageappropriate texts with continued developing fluently from the class book area, school library and differentiated text during whole class reading.

Practise With some confidence, recite a wider range of poetry, sometimes by heart.

Practise With some confidence, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

Practise With some confidence, notice and respond to punctuation and phrasing when reading aloud.

Practise With some support, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.

Develop Read ageappropriate texts with greater fluently from the class book area, school library and differentiated text during whole class reading.

Develop With growing confidence, read aloud and perform poems, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

Develop With increasing confidence, notice and respond to punctuation and phrasing when reading aloud.

Develop With some confidence, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.

Develop Read ageappropriate texts with increasing fluently from the class book area, school library and differentiated text during whole class reading.

Develop Confidently, notice and respond to punctuation and phrasing when reading aloud.

Develop Confidently, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts. Embed Read ageappropriate texts with increased fluently from the class book area, school library and differentiated text during whole class reading.

Embed Confidently, notice and respond to punctuation and phrasing when reading aloud;

Embed Independently, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.



Cross Curricular:	Introduce With support, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.  Ancient Civilisations timelines South America Geography — maps/atlases	WW2 History European Geography Timelines	WW2 History Kinder transport European Geography Timelines	World Geography Asian Rainforests Japan Atlases-maps	Amazon Rainforest South American Geography Atlases-maps	Physical Geography/Local area-maps RSE
Reading/Writing Opportunities	Description/Ancient Folk Tales, Ancient Civilisations, NCR, Explanation, Archaeology, Persuasive writing, multicultural texts, South America	Biographies, Journalistic writing, Diaries – recounts, Letters, NCR – Entertainment, WW1 remembrance poems, Persuasion, Propaganda posters	Journalistic writing, Newspaper articles, Explanation, Diaries & recounts, Letters - Evacuee Instructions, NCR, Holocaust, Persuasion	Letter, balanced discussion, NCR, Fiction skills/narrative, settings Diary/recount – Kensuke and Michael Japan, Indian Ocean	Letter, Fiction skills/narrative, setting descriptions, NCR Orang- utans, Recount, Letter, Instructions, Deforestation of the Rainforests	Fiction skills/narrative, Fact files/NCR, Explorers, Amazon Basin/South America, Poetry, Sonnets, Recount, Drama and play scripts