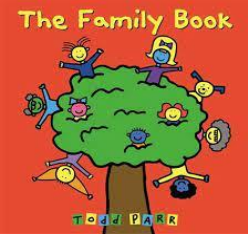
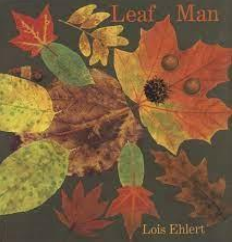
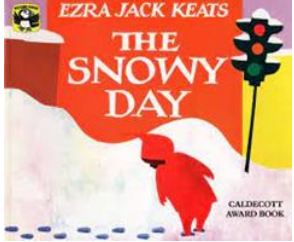
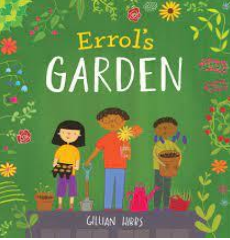
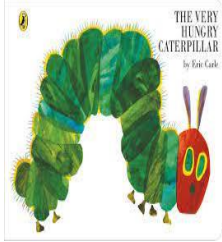
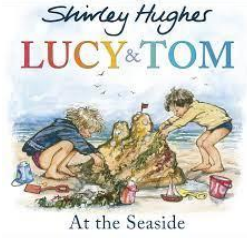



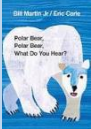





| EYFS Topic/Lead Text | All About Me | Celebrations – Multi-Cultural – Seasonal Change | Winter Wonderland | Growing | Minibeasts | Seaside |
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| Key Texts/ Authors | Todd Parr My Family It's Ok to be Different The Family book The School book | Leaf Man Stick Man Multi-cultural Celebrations (Diwali, Christmas) | The Snowy Day Walking in a Winter Wonderland | Errol's Garden Oliver's Vegetables The Extraordinary Gardener | Eric Carle (catalogue) Hungry Caterpillar | Shirley Hughes Lucy and Tom at the seaside 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, sister, uncle, aunty, cousins, favourite, special, I, me, my | Autumn, season, changes, leaves, cold weather, christmas, diwali, lanterns, lamps, nativity, baby jesus, | Winter, seasonal changes, cold weather, warm clothes, snow, wind, ice, freeze, north pole, south pole, polar animals, bears, penguins, | Spring, seasonal changes, grow, growth, seeds, soil, sunlight, water, plants, flowers, | Minibeasts, insects, exoskeleton, legs, wings, antennae, shell, habitat, logs, pond, leaves, trees, | Summer, hot weather, hats, sun cream, ice cream, beach, sea, coast, shells, mermaids, pirates, sailors, sand, cliffs, ships, boats |



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| <p>Decode Word-reading 80-120 words</p> | <p>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.</p> <p>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.</p> <p>Assess Use LW interventions as needed i.e. 1-1 (or small group) 'Keep up' sessions and daily reading.</p> <p>Introduce Orally segment sounds in simple words and</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>Introduce</p> | <p>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.</p> <p>Practise As LW phonics books are introduced read words and simple sentences & reading wallets for parents to support at home.</p> <p>Develop and Embed Look at picture books and independently begin to use the language of stories.</p> <p>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.</p> <p>Assess</p> | <p>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 'Keep-up' interventions put in place.</p> <p>Practise As LW phonics books are introduced and moved on, read words and simple sentences & reading wallets for parents to support at home.</p> <p>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.</p> <p>Assess Use LW interventions as needed i.e. 1-1 (or small group) Keep up</p> | <p>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.</p> <p>Develop Segment sounds in simple words and blend them together using the sounds taught so far</p> <p>Develop Read more common exception (Tricky) words as they appear in the reading scheme.</p> <p>Embed Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not</p> | <p>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.</p> <p>Develop As LW phonics books are moved on read words and simple sentences including from word wallets for parents to support at home.</p> <p>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.</p> <p>Assess Use LW interventions as needed i.e. 1-1 or small</p> |
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| | <p>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.</p> | <p>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</p> | <p>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 far as 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</p> | <p>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.</p> | <p>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.</p> | <p>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. Embed 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.</p> |
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| | | with phonics interventions as necessary i.e. 1-1 (or small group) keep up sessions and daily reading | | | | |
| Comprehend, locate and retrieve | <p>Introduce Ensure that children can recall key facts from a story which has been read to them.</p> <p>Introduce With support, ensure children can find information from a picture.</p> <p>Introduce Locate information which can be found easily in the text e.g. What did the 3 bears eat? Who broke the chair? Show me how you know.</p> <p>Introduce Recognise and read their name on their name card and the register.</p> | <p>Practise Ensure that children can recall key facts from a story which has been read to them.</p> <p>Practise With support, ensure children can find information from a picture.</p> <p>Practise Locate information which can be found easily in the text e.g. Where is Stanley going? Show me how you know.</p> <p>Practise and Develop Recognise and read their name on their name card and the register.</p> <p>Introduce With support, ensure the children to recognise and read aloud words and phrases they have learned.</p> | <p>Practise Ensure that children can recall key facts from a story which has been read to them.</p> <p>Practise With some support, ensure children can find information from a picture.</p> <p>Practise Locate information which can be found easily in the text e.g. Why did he have no friends? Show me how you know.</p> <p>Embed Recognise and read their name on their name card and the register.</p> <p>Practise With support, ensure the children to recognise and read aloud words and phrases they have learned.</p> | <p>Develop Ensure that children can recall key facts from a story which has been read to them.</p> <p>Develop With some support, ensure children can find information from a picture.</p> <p>Develop Locate information which can be found easily in the text e.g. Why is Ruby worried? Show me how you know.</p> <p>Develop With some support, ensure the children to recognise and read aloud words and phrases they have learned.</p> | <p>Develop Ensure that children can recall key facts from a story which has been read to them.</p> <p>Develop Ensure children can find information from a picture independently.</p> <p>Develop Locate information which can be found easily in the text e.g. Can you find some rhyming words? Show me how you know.</p> <p>Develop Ensure the children to recognise and read aloud words and phrases they have learned independently.</p> | <p>Embed Ensure that children can recall key facts from a story which has been read to them.</p> <p>Embed Ensure children can find information from a picture independently.</p> <p>Embed Locate information which can be found easily in the text e.g. What colour was the bus? Where was he going? Show me how you know.</p> <p>Embed Ensure the children to recognise read aloud words and phrases they have learned independently.</p> |



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| <p>Inferential understanding</p> | <p>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.</p> <p>Introduce With support, use the pictures in texts as clues to what is happening in the story.</p> <p>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.</p> <p>Introduce Predict what could happen next in the</p> | <p>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.</p> <p>Practise With support, use the pictures in texts as clues to what is happening in the story.</p> <p>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</p> <p>Practise Predict what could happen next in the text</p> | <p>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.</p> <p>Practise With some support, use the pictures in texts as clues to what is happening in the story.</p> <p>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.</p> <p>Practise Predict what could happen next in the text.</p> | <p>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.</p> <p>Develop Independently, use the pictures in texts as clues to what is happening in the story.</p> <p>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?</p> <p>Develop Predict what could happen next in the text.</p> | <p>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.</p> <p>Develop Independently, use the pictures in texts as clues to what is happening in the story.</p> <p>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?</p> <p>Develop Predict what could happen next in the text.</p> | <p>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.</p> <p>Embed Independently, use the pictures in texts as clues to what is happening in the story.</p> <p>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?</p> <p>Embed Predict what could happen next in the text.</p> |
| <p>Respond to text: evaluation response to author authorial effect and intent</p> | <p>Consolidate from Pre-school Show pleasure in stories being read to them.</p> | <p>Continue Show pleasure in stories being read to them. Continue</p> | <p>Show pleasure in stories being read to them. Continue</p> | <p>Continue Show pleasure in stories being read to them. Continue</p> | <p>Continue Show pleasure in stories being read to them. Continue</p> | <p>Continue Show pleasure in stories being read to them Embed</p> |





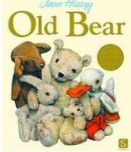
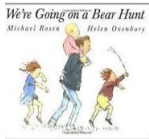

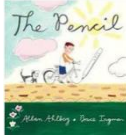


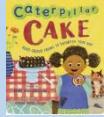
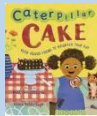
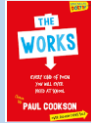

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| <p>effect of vocabulary</p> | <p>Introduce Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Introduce Understand where they can access books in the school and in the community e.g. discuss what a library is and where our local one is.</p> <p>Consolidate from Pre-school Enjoy sharing poems and rhymes together.</p> <p>Introduce Sometimes look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p>Introduce Begin to have favourite texts which they ask for repeatedly.</p> <p>Introduce Begin to discuss a favourite character or a favourite story.</p> <p>Introduce</p> | <p>Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Sometimes look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p>Practise Begin to have favourite texts which they ask for repeatedly.</p> <p>Practise Begin to discuss a favourite character or a favourite story.</p> <p>Practise With adult modelling, may be able to say why things happened in the text.</p> <p>Practise Remember the words they have heard e.g. repeating refrains and</p> | <p>Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Often look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p>Practise Sometimes find favourite texts which they ask for repeatedly.</p> <p>Practise With some support, discuss a favourite character or a favourite story.</p> <p>Practise With support, may be able to say why things happened in the text.</p> <p>Practise Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Practise Begin, with some</p> | <p>Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Independently look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p>Develop Independently find favourite texts which they ask for repeatedly.</p> <p>Develop With some support, discuss a favourite character or a favourite story.</p> <p>Develop With some support, may be able to say why things happened in the text.</p> <p>Develop Remember the words they have heard e.g.</p> | <p>Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Independently look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p>Develop Independently find favourite texts which they ask for repeatedly.</p> <p>Develop Independently, discuss a favourite character or a favourite story.</p> <p>Develop Independently, may be able to say why things happened in the text.</p> <p>Introduce Sometimes read a familiar text aloud to</p> | <p>Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Independently look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p>Embed Independently find favourite texts which they ask for repeatedly</p> <p>Embed Independently, discuss a favourite character or a favourite story.</p> <p>Embed Independently, may be able to say why things happened in the text.</p> <p>Practise Sometimes read a familiar text aloud to themselves.</p> <p>Embed Remember the words they have heard e.g. repeating refrains and rhyming words.</p> |
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| | <p>With adult modelling, may be able to say why things happened in the text.</p> <p>Introduce Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Introduce Begin, with support, to be able explain how the pictures relate to the story.</p> <p>Introduce Begin, with adult modelling, point to parts of the text in answer to questions.</p> | <p>rhyming words.</p> <p>Practise Begin, with some support, to be able explain how the pictures relate to the story.</p> <p>Practise Begin, with adult modelling, point to parts of the text in answer to questions.</p> | <p>support, to be able explain how the pictures relate to the story.</p> <p>Practise With some support, point to parts of the text in answer to questions.</p> <p>Continue Show pleasure in stories being read to them.</p> <p>Continue Discuss the features of a book including the title, author, illustrator, blurb.</p> <p>Continue Enjoy sharing poems and rhymes together.</p> <p>Continue Often look at a book out of choice in the Reading Nook or KS1 library rather than something else.</p> <p>Develop Sometimes find favourite texts which they ask for repeatedly.</p> | <p>repeating refrains and rhyming words.</p> <p>Develop Begin, with some support, to be able explain how the pictures relate to the story.</p> <p>Develop With adult support, point to parts of the text in answer to questions.</p> | <p>themselves.</p> <p>Develop Remember the words they have heard e.g. repeating refrains and rhyming words.</p> <p>Develop Independently, be able explain how the pictures relate to the story.</p> <p>Develop With some support, point to parts of the text in answer to questions.</p> | <p>Embed Independently, be able explain how the pictures relate to the story.</p> <p>Embed Independently, point to parts of the text in answer to questions.</p> |
| <p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending</p> | <p>Introduce Join in with a refrain during group recitation.</p> <p>Consolidate from Pre-school</p> | <p>Introduce and Practise Begin to recognise, with support, and read their name.</p> <p>Practise</p> | <p>Develop and Embed Recognise and read their name automatically.</p> <p>Practise Join in with a refrain during group recitation.</p> <p>Practise</p> | <p>Develop Join in with a refrain during group recitation.</p> <p>Develop Recite rhymes to a given rhythm, perhaps</p> | <p>Develop Join in with a refrain during group recitation.</p> <p>Develop Recite rhymes to a given rhythm,</p> | <p>Embed Join in with a refrain during group recitation.</p> <p>Embed Recite rhymes to a given rhythm, perhaps</p> |



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

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



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



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| | <p>books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Consolidate from Year R, Continue and Assess</p> <p>Continue the LW phonics scheme</p> <p>Assessments every 6 weeks – start daily catch-up sessions according to assessments</p> <p>Introduce</p> <p>Read words of more than one syllable that contain the taught GPCs;</p> <p>Consolidate from Year R, Continue and Assess</p> <p>Develop confidence and keep up with peers with daily reading groups</p> | <p>other strategies to work out words.</p> <p>Continue and Assess</p> <p>Continue the LW phonics scheme</p> <p>Assessments every 6 weeks – start daily catch-up sessions according to assessments</p> <p>Practise</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Introduce</p> <p>GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.</p> <p>Continue and Assess</p> <p>Develop confidence and keep up with peers with daily reading groups</p> | <p>out words.</p> <p>Revise and Practise</p> <p>Read words containing taught GPCs and -ing, -ed.</p> <p>Continue and Assess</p> <p>Continue the LW phonics scheme</p> <p>Assessments every 6 weeks – start daily catch-up sessions according to assessments</p> <p>Practise</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Introduce</p> <p>Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p> <p>Practise</p> <p>GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.</p> <p>Continue and Assess</p> <p>Develop confidence and keep up with peers with daily reading groups</p> | <p>that do not require them to use other strategies to work out words.</p> <p>Revise and Practise</p> <p>Read words containing taught GPCs and -s, -es.</p> <p>Develop</p> <p>Read words containing taught GPC's and -ing, -ed.</p> <p>Continue and Assess</p> <p>Continue the LW phonics scheme</p> <p>Assessments every 6 weeks – start daily catch-up sessions according to assessments</p> <p>Revise</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Practise</p> <p>Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p> <p>Practise</p> <p>GPCs and words containing a range of endings e.g. -es, -er, -ing, ed.</p> <p>Continue and Assess</p> | <p>developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Revise and Practise</p> <p>Read words containing taught GPCs and -er, -est.</p> <p>Develop</p> <p>Read words containing taught GPC's and -ing, -ed, -s, -es.</p> <p>Continue and Assess</p> <p>Continue the LW phonics scheme</p> <p>Assessments every 6 weeks – start daily catch-up sessions according to assessments</p> <p>Embed</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Practise</p> <p>Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p> <p>Introduce</p> | <p>do not require them to use other strategies to work out words.</p> <p>Embed</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Assess</p> <p>Continue the LW phonics scheme</p> <p>Assessments every 6 weeks – start daily catch-up sessions according to assessments</p> <p>Assess</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Revise</p> <p>Re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p> <p>Practise</p> <p>To be able to read words with contractions e.g. I'm, can't, we'll.</p> <p>Practise</p> <p>To understand that an apostrophe in a contraction represents omitted letters</p> <p>Embed</p> <p>GPCs and words</p> |
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| | | | | 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.g. -es, -er, -ing, ed, est. Continue and Assess Develop confidence and keep up with peers with daily reading groups | containing a range of endings e.g. -es, -er, -ing, ed, est. Continue and Assess Develop confidence and keep up with peers with daily reading groups |
| Comprehend, locate and retrieve: | Consolidate from Year R and continue Continue to develop pleasure in reading, motivation to read, vocabulary and understanding. Consolidate from Year R and continue Listen to and discuss a wide range of stories at a level beyond that at which they can read independently. Introduce Begin to become familiar with key stories, fairy | Practise Develop pleasure in reading, motivation to read, vocabulary and understanding. Introduce Listen to and discuss a wide range of poems at a level beyond that at which they can read independently. Introduce and Practise Link what they read or hear read to their own experiences. Practise | Develop Develop pleasure in reading, motivation to read, vocabulary and understanding. Develop Listen to and discuss a wide range of stories at a level beyond that at which they can read independently. Practise Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. | Develop Develop pleasure in reading, motivation to read, vocabulary and understanding. Develop Listen to and discuss a wide range of stories at a level beyond that at which they can read independently. Develop Become very familiar with key stories, fairy stories and traditional tales, retelling them and | Develop Develop pleasure in reading, motivation to read, vocabulary and understanding. Practise Reading, listening to and discuss a wide range of stories at a level beyond that at which they can read independently. Develop Become confident with key stories, fairy stories and traditional tales, retelling them and considering their | Develop Develop pleasure in reading, motivation to read, vocabulary and understanding. Develop Reading, listening to and discuss a wide range of non-fiction at a level beyond that at which they can read independently. Develop Link what they read or hear read to their own experiences. Embed |



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| | <p>stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Introduce Recognise and join in with predictable phrases.</p> <p>Introduce Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Introduce Discuss word meanings, linking new meanings to those already known.</p> <p>Consolidate from Year R and Continue Talk about the title and how it relates to the events in the text.</p> <p>Introduce 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.</p> <p>Introduce Retrieve answers to simple literal who, what, when, and how questions.</p> | <p>Recognise and join in with predictable phrases.</p> <p>Practise Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Introduce Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Practise Talk about the title and how it relates to the events in the text.</p> <p>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. key characters, places and events.</p> <p>Practise Retrieve answers to simple literal who, what, where, when, and how questions.</p> | <p>Practise Recognise and join in with predictable phrases.</p> <p>Practise Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Introduce With adult support, use growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.</p> <p>Practise Talk about the title and how it relates to the events in the text.</p> <p>Practise With some support, 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.</p> <p>Practise Retrieve answers to simple literal who, what, where, when, which and how questions.</p> | <p>considering their particular characteristics.</p> <p>Develop Recognise and join in with predictable phrases.</p> <p>Develop Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Introduce Explain clearly their understanding of what is read to them.</p> <p>Practise With adult support, use growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.</p> <p>Develop Talk about the title and how it relates to the events in the text.</p> <p>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.</p> | <p>particular characteristics.</p> <p>Develop Recognise and join in with predictable phrases.</p> <p>Develop Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Practise Explain clearly their understanding of what is read to them.</p> <p>Develop With some independence, use growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.</p> <p>Develop Talk about the title and how it relates to the events in the text.</p> <p>Develop Independently, explain key facts about what is read to them from a variety of texts, including poems, non-</p> | <p>Recognise and join in with predictable phrases.</p> <p>Develop Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Embed Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Develop Explain clearly their understanding of what is read to them.</p> <p>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;</p> <p>Embed Talk about the title and how it relates to the events in the text.</p> <p>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.</p> |
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| | | | | <p>Develop Retrieve answers to simple literal who, what, where, when, which and how questions.</p> | <p>fiction and stories e.g. key characters, places and events. Develop Retrieve answers to simple literal who, what, where, when, which and how questions.</p> | <p>key characters, places and events. Embed Retrieve answers to simple literal who, what, where, when, which and how questions.</p> |
| <p>Inferential understanding:</p> | <p>Introduce 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,</p> | <p>Practise 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.</p> | <p>Practise 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.</p> | <p>Develop 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</p> | <p>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</p> | <p>Embed 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</p> |



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



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| | <p>are beyond those they can read by themselves.</p> <p>Introduce Talk about words they know or like.</p> <p>Introduce With adult support, learn to appreciate poems and rhymes, beginning to express reasons for preferences.</p> <p>Introduce With adult modelling, listen to new words in texts read aloud to them, which broaden their vocabulary</p> | <p>Listen to, share and discuss a wide range of high-quality poetry books which are beyond those they can read by themselves.</p> <p>Introduce With adult modelling, develop a love of reading</p> <p>Practise With support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Practise Talk about words they know or like.</p> <p>Introduce Draw links between the text and some of their own experiences.</p> <p>Practise With adult support, learn to appreciate poems and rhymes, beginning to express reasons for preferences.</p> | <p>Practise Listen to, share and discuss a wide range of high-quality rhyming books which are beyond those they can read by themselves</p> <p>Practise With some support, develop a love of reading;</p> <p>Practise With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Develop Talk about words they know or like.</p> <p>Introduce and Practise With support, learn some ways to find information in non-fiction texts.</p> <p>Develop With support, learn to appreciate poems and rhymes, beginning to express reasons for preferences.</p> | <p>With some support, explain clearly their understanding of what is read to them.</p> <p>Develop Listen to, share and discuss a wide range of high-quality information text books which are beyond those they can read by themselves</p> <p>Develop With increasing confidence, develop a love of reading;</p> <p>Develop With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Embed Talk about words they know or like.</p> <p>Practise Draw links between the text and some of their own experiences.</p> <p>Develop With support, learn to appreciate poems and rhymes, beginning to express reasons for preferences</p> | <p>Independently, explain clearly their understanding of what is read to them.</p> <p>Develop Listen to, share and discuss a wide range of high-quality non-fiction books which are beyond those they can read by themselves.</p> <p>Develop Confidently, develop a love of reading;</p> <p>Develop With some confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Develop Draw links between the text and some of their own experiences.</p> <p>Develop With some support learn some ways to find information in non-fiction texts.</p> | <p>Independently and confidently, explain clearly their understanding of what is read to them.</p> <p>Develop Listen to, share and discuss a wide range of high-quality story books which are beyond those they can read by themselves,</p> <p>Develop Continue to develop a love of reading;</p> <p>Develop With increasing confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.</p> <p>Embed Draw links between the text and some of their own experiences.</p> <p>Develop With some independence, find information in non-fiction texts.</p> <p>Embed Independently, learn to appreciate poems and rhymes, beginning to express reasons for preferences.</p> |
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| <p>Fluency and phrasing</p> | <p>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</p> | <p>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</p> | <p>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.</p> | <p>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 books that are consistent with their developing phonic knowledge and</p> | <p>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</p> | <p>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</p> |
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| | <p>Use body percussion or instruments to hold the beat. Introduce Recognise and join in with predictable phrases. Introduce Say or sing the alphabet in sequence.</p> | <p>Recognise and join in with predictable phrases. Practise Say or sing the alphabet in sequence. Introduce Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation. Introduce Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p> | <p>Practise Recite some familiar complete rhymes and songs by heart. Practise Recognise and join in with predictable phrases. Develop Say or sing the alphabet in sequence. Introduce Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills. Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation. Practise Re-read favourite books to themselves, to gain confidence with word</p> | <p>that do not require them to use other strategies to work out words. Develop Recite some familiar complete rhymes and songs by heart. Develop Recognise and join in with predictable phrases. Embed Say or sing the alphabet in sequence. Practise Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills. Practise Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation. Practise Re-read favourite books to themselves, to gain confidence with word</p> | <p>knowledge and that do not require them to use other strategies to work out words. Develop Recite some familiar complete rhymes and songs by heart. Develop Recognise and join in with predictable phrases. Develop Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills. Develop Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation. Develop Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p> | <p>other strategies to work out words. Embed Recite some familiar complete rhymes and songs by heart. Develop Use body percussion or instruments to hold the beat. Embed Recognise and join in with predictable phrases. Embed and Assess Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills. Embed Read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation. Embed Re-read favourite books to themselves, to gain confidence with word reading and fluency.</p> |
| Cross Curricular | Geography DT Science | Geography Science Art | History Science Computing | Geography Forest School PSHE | History DT Science Music | History PSHE Science Geography |



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| <p>Reading/Writing Opportunities</p> | <p>Narrative-Traditional Tales Retelling a story- Makaton Handwriting- ensure correct posture and pencil grip Labels lists and captions- harvest/autumn/fruit captions outside Autumn walk</p> | <p>Narrative- settings and characters Oral rehearsal of sentences for writing Recounts- walk around local area Labels lists and captions- climates/animals</p> | <p>Narrative- stories with a familiar setting Non-fiction- instructions, how to play with games and toys Writing instructions for outdoor games Lost toys posters</p> | <p>Information texts- facts about landscapes, cliffs, prepositions Our school landscape- labels, lists and captions- maps Recycling rubbish</p> | <p>Narrative- stories about Fantasy Worlds Creative writing Writing instructions for rockets</p> | <p>Narrative- stories about animal changes Information texts- plants, animals Recounts, diary writing Labelling plants, animals, writing facts files</p> |
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| Reading Curriculum Year 2 | 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 Geography |
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| 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, |



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| <p>Decode / word-reading</p> | <p>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.</p> <p>Consolidate from Year 1 Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Consolidate from Year 1 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Consolidate from Year 1 and continue Read other words of more than one syllable that contain taught GPCs.</p> <p>Consolidate from Year 1 Read words with contractions e.g. I'm, can't, we'll.</p> <p>Introduce, Practise and assess Understand that an</p> | <p>Introduce With adult support, begin to read accurately words of two or more syllables that contain the same graphemes.</p> <p>Practise Read words containing common suffixes, with some support</p> <p>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.</p> <p>Practise Re-read familiar books to build up their fluency and confidence in word reading.</p> <p>Assess Use reading skills to answer question about a text.</p> <p>Develop Read aloud accurately books that are consistent</p> | <p>Practise With some support, read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p> <p>Practise With some support, read accurately words of two or more syllables that contain the same graphemes.</p> <p>Practise Read words containing common suffixes, with minimal support.</p> <p>Introduce and Assess Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Practise Re-read familiar books to build up their fluency and confidence in word reading.</p> | <p>Practise With some independence, read accurately words of two or more syllables that contain the same graphemes.</p> <p>Develop Read words containing common suffixes, with increasing independence.</p> <p>Introduce Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p> <p>Practise and Assess Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Develop Re-read familiar books to build up their fluency and confidence in word reading.</p> | <p>Develop Accurately read words of two or more syllables that contain the same graphemes.</p> <p>Develop To read words containing common suffixes independently.</p> <p>Introduce Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Practise and Assess Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Develop Re-read familiar books to build up their fluency and confidence in word reading.</p> | <p>Develop Accurately read words of two or more syllables that contain the same graphemes.</p> <p>Embed To read words containing common suffixes independently.</p> <p>Embed Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Embed Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Embed Re-read familiar books to build up their fluency and confidence in word reading.</p> <p>Embed Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered.</p> <p>Assess</p> |
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| | <p>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.</p> <p>Introduce Re-read familiar books to build up their fluency and confidence in word reading. .</p> <p>Introduce Begin to read some words containing common suffixes</p> | <p>with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> | | <p>Assess Use reading skills to answer question about a text</p> | <p>Practise and Develop Read most words quickly and accurately, without overt sounding and blending, when these have been frequently encountered</p> | <p>Use reading skills to answer question about a text</p> |
| <p>Comprehend, locate and retrieve:</p> | <p>Introduce With adult modelling, begin to scan for key words in the text order to locate answers</p> <p>Introduce With adult support, begin to recognise simple recurring literary language.</p> <p>Introduce Begin to locate and discuss favourite words and phrases in The Last Wolf.</p> | <p>Practise With adult support, scan for key words in the text order to locate answers</p> <p>Practise With some support, recognise simple recurring literary language.</p> <p>Practise With some support, locate and discuss favourite words and</p> | <p>Practise With some support, scan for key words in the text order to locate answers</p> <p>Practise With some independence, recognise simple recurring literary language.</p> <p>Practise With some independence, locate and discuss favourite words and phrases in the text.</p> | <p>Develop With some independence, scan for key words in the text order to locate answers</p> <p>Develop With increasing independence, recognise simple recurring literary language.</p> <p>Develop With increasing independence, locate and discuss favourite words and phrases in The</p> | <p>Develop With growing independence, scan for key words in the text order to locate answers</p> <p>Develop Independently, recognise simple recurring literary language.</p> <p>Develop Independently, locate and discuss favourite words and phrases in Inside Castles.</p> | <p>Embed Independently scan for key words in the text order to locate answers</p> <p>Embed Independently, recognise simple recurring literary language.</p> <p>Embed Independently, locate and discuss favourite words and phrases in The Last Wolf.</p> <p>Embed</p> |



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| | <p>Introduce Begin to draw on vocabulary knowledge to understand texts and solve problems including the 5 reading skills for comprehension</p> <p>Introduce Check the text makes sense as they read.</p> | <p>phrases in The Lonely Christmas Tree.</p> <p>Practise Check the text makes sense as they read.</p> <p>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.</p> <p>Introduce With adult modelling, begin to analyse the wording of a question in order to choose what to look for in a text.</p> <p>Introduce With adult modelling, sometimes can find answers where the question word does not match the text word.</p> <p>Introduce Begin to read and recite a repertoire of poems including classical poetry.</p> <p>Practise</p> | <p>Practise Check the text makes sense as they read.</p> <p>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.</p> <p>Practise With some support, analyse the wording of a question in order to choose what to look for in a text.</p> <p>Practise With support, sometimes can find answers where the question word does not match the text word.</p> <p>Practise Continue to read and recite a repertoire of poems including classical poetry.</p> <p>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</p> | <p>Owl Who was Afraid of the Dark.</p> <p>Develop Check the text makes sense as they read.</p> <p>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.</p> <p>Practise With some confidence, analyse the wording of a question in order to choose what to look for in a text.</p> <p>Develop With some confidence, find answers where the question word does not match the text word.</p> <p>Practise Continue to read and recite a repertoire of poems including classical poetry.</p> <p>Practise</p> | <p>Develop Check the text makes sense as they read.</p> <p>Develop Confidently listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Develop Independently, analyse the wording of a question in order to choose what to look for in a text.</p> <p>Develop Independently, find answers where the question word does not match the text word.</p> <p>Develop Independently read and recite a repertoire of poems including classical poetry.</p> <p>Practise With some confidence navigate different paragraphs of</p> | <p>Check the text makes sense as they read.</p> <p>Embed Confidently listen to and discuss a wide range of poems, stories and non-fiction text at a level beyond that at which they can read independently.</p> <p>Embed Independently, analyse the wording of a question in order to choose what to look for in a text.</p> <p>Embed Independently, find answers where the question word does not match the text word.</p> <p>Embed Independently read and recite a repertoire of poems including classical poetry.</p> <p>Develop Independently navigate different paragraphs of information texts, locate the most suitable paragraph e.g. by reading subheadings or using other</p> |
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| | | 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 Cinderella 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 |



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| | <p>Introduce Begin to learn about cause and effect e.g. what has prompted a character's behaviour</p> | <p>Introduce Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>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.</p> | <p>With support, explain their understanding of what is read to them, beyond that which is explicitly stated e.g. explain a moral.</p> <p>Introduce With adult modelling, begin to make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p> | <p>Develop With some confidence, understand about cause and effect e.g. what has prompted a character's behaviour.</p> <p>Practise Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>Practise With some support, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p> <p>Practise With minimal support explain their understanding of what is read to them, beyond that which is explicitly stated e.g. a message</p> | <p>With confidence, understand about cause and effect eg the development of castle defences due to an enemy attack.</p> <p>Develop Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>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.</p> <p>Develop With some independence, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p> | <p>Independently, understand about cause and effect.</p> <p>Embed Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p> <p>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</p> <p>Embed Independently, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p> |
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| <p>Respond to text:</p> | <p>Consolidate from Year 1 Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Introduce</p> | <p>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.</p> <p>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.</p> <p>Practise With some support, recognise simple recurring literary language e.g. we're going on a bear hunt.</p> <p>Practise With support start to clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Practise</p> | <p>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.</p> <p>Practise participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Practise With some confidence recognise simple recurring literary language e.g. once, long ago.</p> <p>Practise With some support start to clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Practise With minimal support, discuss favourite words/ phrases in texts from this term that interest them.</p> <p>Practise</p> | <p>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.</p> <p>Develop participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Develop With increasing independence, recognise simple recurring literary language e.g. once, long ago; far, far away.</p> <p>Develop With some independence, clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Develop Independently, discuss favourite words/ phrases</p> | <p>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.</p> <p>Develop participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Develop Independently, recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow.</p> <p>Develop Independently, clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Develop</p> | <p>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.</p> <p>Embed participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Embed Independently, recognise simple recurring literary language e.g. once, long ago.</p> <p>Embed Independently, clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Embed Independently, discuss favourite words/ phrases from any of the texts this term that interests them.</p> |
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| | <p>With adult support, begin to recognise simple recurring literary language e.g. Once upon a time.</p> <p>Introduce Begin to be able to clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Introduce Begin to discuss favourite words/ phrases in any of the texts this term that interest them.</p> | <p>With some support, discuss favourite words/ phrases in texts from this term that interest them.</p> <p>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.</p> <p>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.</p> | <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>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.</p> <p>Introduce With some support, begin to discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p> | <p>from any of the texts this term that interest them.</p> <p>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.</p> <p>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.</p> <p>Develop With growing confidence, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p> | <p>Independently, discuss favourite words/ phrases from any of the texts this term that interest them.</p> <p>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.</p> <p>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.</p> <p>Develop With growing confidence, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p> | <p>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.</p> <p>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.</p> <p>Embed Independently, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p> |
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| <p>Fluency and phrasing:</p> | <p>Introduce With adult modelling, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Consolidate from Year 1 and continue Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>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.</p> | <p>Practise With support, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Practise Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>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.</p> <p>Introduce Begin to recite familiar poems by heart.</p> <p>Introduce Read some Y2 CE words automatically by sight.</p> <p>Introduce With adult modelling, use expression appropriately to support</p> | <p>Practise With some support, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Practise Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>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.;</p> <p>Practise With some support, recite familiar poems by heart.</p> <p>Practise Read more Y2 CE words automatically by sight.</p> <p>Practise With support, use expression appropriately to support</p> | <p>Develop With increasing confidence, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Develop Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>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.</p> <p>Develop With confidence, recite familiar poems by heart.</p> <p>Practise Read many Y2 CE words automatically by sight.</p> <p>Practise</p> | <p>Develop Independently, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Develop Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>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.</p> <p>Develop Independently, recite familiar poems by heart.</p> <p>Develop Read many Y2 CE words automatically by sight.</p> <p>Develop</p> | <p>Embed Independently, check that the text makes sense as they read and correcting inaccurate reading</p> <p>Embed Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.</p> <p>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.</p> <p>Embed Independently, recite familiar poems by heart.</p> <p>Embed Read most Y2 CE words automatically by sight.</p> <p>Embed Independently, use expression appropriately to support the meaning of sentences,</p> |
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| | | 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 |

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



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



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| | Bears and daily reading, as appropriate. | growing knowledge of root words, prefixes and suffixes, both 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. | 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. Practise With some support, apply their growing knowledge of root words, prefixes and suffixes, both 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. | 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. | suffixes, both 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. | 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, locate and retrieve: | Consolidate from Year 2 and Continue With support, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term. Consolidate from Year 2 and Continue With support, be able to read books that are structured | Practise With some support, listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term. Practise With some support, read books that are structured in different ways and | Practise With some confidence, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term. Practise With some confidence, read books that are structured in different ways and reading for a range of purposes. e.g. light | Develop With increasing confidence, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term. Develop With increasing confidence, read books that are structured in different ways and | Develop With confidence, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term. Develop Confidently, read books that are structured in different ways and reading for a | Embed With confidence, listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks throughout the term. Embed Independently, read books that are structured in different ways and reading for a range of purposes e.g. Asia, |



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| | <p>in different ways and reading for a range of purposes. e.g. stone age non-fiction, rocks and UK.</p> <p>Introduce With adult modelling learn to use dictionaries to check the meaning of words that they have read.</p> <p>Consolidate from Year 2 and Continue With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Introduce With adult modelling, be able to retrieve and record information from non-fiction.</p> <p>Introduce With adult support, begin to recognise some different forms of poetry e.g. free verse, narrative</p> <p>Introduce With support, increase their familiarity with a wide range of</p> | <p>reading for a range of purposes e.g. metals, magnets non-fiction and Christmas poetry.</p> <p>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.</p> <p>Practise With support, retrieve and record information from non-fiction. Practise With support, recognise some different forms of poetry e.g. free verse, narrative</p> <p>Practise With support, increase their familiarity with a wide range of books and retelling some of these orally.</p> <p>Practise With support, become more familiar with retrieving facts and information where</p> | <p>(science) and Europe and the Mediterranean.</p> <p>Practise With some support, use dictionaries to check the meaning of words that they have read.</p> <p>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.</p> <p>Practise With some support, recognise some different forms of poetry e.g. free verse, narrative</p> <p>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.</p> <p>Practise With support, become more familiar with retrieving facts and information where question</p> | <p>reading for a range of purposes e.g. Egypt today and in the past.</p> <p>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.</p> <p>Develop With growing confidence, retrieve and record information from nonfiction.</p> <p>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.</p> | <p>range of purposes. e.g. local history and geography and poetry</p> <p>Develop Confidently, use dictionaries to check the meaning of words that they have read.</p> <p>Develop Confidently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Develop Confidently, retrieve and record information from non-fiction.</p> <p>Develop Confidently, recognise some different forms of poetry e.g. free verse, narrative</p> <p>Develop Independently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> | <p>mountains, volcanoes and animals</p> <p>Embed Independently, use dictionaries to check the meaning of words that they have read.</p> <p>Embed Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Embed Independently, retrieve and record information from non-fiction.</p> <p>Embed Independently, recognise some different forms of poetry e.g. free verse, narrative</p> <p>Embed Independently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Embed Independently, retrieve facts and information where</p> |
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| | <p>books, and retelling some of these orally.</p> <p>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.</p> <p>Introduce With adult modelling, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Introduce With adult modelling, locate and discuss words and phrases they find interesting</p> | <p>question words and text language vary.</p> <p>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.</p> <p>Practise With some support, locate and discuss words and phrases they find interesting Assess Use their developing reading and comprehension skills independently</p> | <p>words and text language vary.</p> <p>Practise With some support, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Practise With support, start to scan for alternative synonyms or phrases. Introduce With support, ask questions which improve their own understanding.</p> <p>Practise With some support, locate and discuss words and phrases they find interesting</p> | <p>Develop With some confidence, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Develop With some confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>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.</p> <p>Assess Use their developing reading and comprehension skills independently.</p> | <p>Develop With increasing confidence, become more familiar with retrieving facts and information where question words and text language vary.</p> <p>Develop With confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Develop Confidently, scan for alternative synonyms or phrases.</p> <p>Develop With some confidence, ask questions which improve their own understanding. Develop Confidently, locate and discuss words and phrases they find interesting</p> | <p>question words and text language vary.</p> <p>Embed Independently, check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Embed Independently, scan for alternative synonyms or phrases.</p> <p>Embed Independently, ask questions which improve their own understanding.</p> <p>Embed Independently, locate and discuss words and phrases they find interesting.</p> <p>Assess Use their developing reading and comprehension skills independently</p> |
| Inferential understanding: | <p>Consolidate from year 2 and Introduce With adult modelling, ask questions to improve their understanding using</p> | <p>Practise With adult modelling draw inferences such as inferring characters' feelings, thought and</p> | <p>Practise With support, draw inferences such as inferring characters' feelings, thought and motives from</p> | <p>Develop With some confidence, draw inferences such as inferring characters' feelings, thought and</p> | <p>Develop With increasing confidence, draw inferences such as inferring characters' feelings, thought and</p> | <p>Embed Independently, draw inferences such as inferring characters' feelings, thought and motives from their actions,</p> |



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| | <p>VIPERS to develop questioning skills.</p> <p>Consolidate from Year 2 and Introduce With support, revise how to draw inferences such as inferring characters' feelings, thought and motives from their actions.</p> <p>Consolidate from Year 2 and Introduce With adult modelling, predict what might happen from details stated and implied or from other stories they know.</p> <p>Introduce With adult modelling, be able to identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Consolidate from Year 2 and Introduce With support, talk about what words mean in context.</p> | <p>motives from their actions, and justifying inferences with evidence.</p> <p>Practise With support, predict what might happen from details stated and implied or from other stories they know.</p> <p>Practise With support, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Practise With some support, talk about what words mean in context. Introduce With adult modelling, identify themes across the text.</p> <p>Introduce With adult modelling, begin to justify their inferences by locating textual evidence.</p> <p>Introduce With adult modelling, use dictionaries to check meanings of new vocabulary.</p> | <p>their actions, and justifying inferences with evidence.</p> <p>Practise With some support, predict what might happen from details stated and implied or from other stories they know.</p> <p>Practise With some support, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Practise With continuing support, talk about what words mean in context.</p> <p>Practise With support, identify themes across the text. With support, begin to justify their inferences by locating textual evidence.</p> <p>Practise With some support, use dictionaries to check meanings of new vocabulary.</p> | <p>motives from their actions, and justifying inferences with evidence.</p> <p>Develop With growing confidence, predict what might happen from details stated and implied or from other stories they know.</p> <p>Develop With some confidence, identify main ideas drawn from more than one paragraph and summarise them</p> <p>Develop with some confidence, talk about what words mean in context.</p> <p>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.</p> <p>Practise With some support, use dictionaries to check meanings of new vocabulary. Assess Use inference skills taught so far independently.</p> | <p>motives from their actions, and justifying inferences with evidence.</p> <p>Develop With confidence, predict what might happen from details stated and implied or from other stories they know.</p> <p>Develop Confidently, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Develop with increasing confidence, talk about what words mean in context.</p> <p>Develop With some confidence, identify themes across the text.</p> <p>Develop With some confidence justify their inferences by locating textual evidence.</p> <p>Develop With confidence, use dictionaries to check</p> | <p>and justifying inferences with evidence.</p> <p>Embed Independently, predict what might happen from details stated and implied or from other stories they know.</p> <p>Embed Independently, identify main ideas drawn from more than one paragraph and summarise them.</p> <p>Embed Independently, talk about what words mean in context. Embed Independently, , identify themes across the text e.g. bravery.</p> <p>Embed Confidently, justify their inferences by locating textual evidence.</p> <p>Embed Independently, use dictionaries to check meanings of new vocabulary.</p> <p>Assess Use inference skills taught so far independently.</p> |
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| | | Assess Use inference skills taught so far independently | | | meanings of new vocabulary | |
| Respond to text: | <p>Introduce With adult modelling, ask questions to improve their understanding using VIPERS to develop questioning skills.</p> <p>Consolidate from Year 2 and Continue With adult modelling, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Introduce With support, identify themes and conventions in a wide range of books.</p> <p>Introduce With support, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> | <p>Practise With support, ask questions to improve their understanding using VIPERS to develop questioning skills.</p> <p>Practise With encouragement, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Practise With some support, identify themes and conventions in a wide range of books.</p> <p>Practise With support begin to retell some stories orally.</p> <p>Practise With some support, develop positive attitudes to reading and</p> | <p>Practise With some support, ask questions to improve their understanding using VIPERS to develop questioning skills. Practise With some support, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Practise With some support, identify themes and conventions in a wide range of books. Practise With some support, retell some stories orally.</p> <p>Practise With some confidence, discuss words and phrases which capture their interest. Practise With some support, express preferences for text type.</p> <p>Practise With support, identify how language, structure and presentation contribute to meaning.</p> | <p>Develop With some confidence, ask questions to improve their understanding using VIPERS to develop questioning skills.</p> <p>Develop With some confidence, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Develop With some confidence, identify themes and conventions in a wide range of books.</p> <p>Develop With some confidence, retell some stories orally.</p> <p>Develop Confidently, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, and discussing a wide range of fiction, poetry,</p> | <p>Develop Confidently, ask questions to improve their understanding using VIPERS to develop questioning skills.</p> <p>Develop Confidently, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Develop Confidently, identify themes and conventions in a wide range of books. Develop With some confidence, retell some stories orally.</p> <p>Develop Independently, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> | <p>Embed Independently, ask questions to improve their understanding using VIPERS to develop questioning skills .</p> <p>Embed Independently, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Embed Independently, identify themes and conventions in a wide range of books.</p> <p>Embed Confidently, retell some stories orally.</p> <p>Embed Independently, develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> |



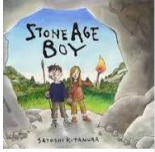


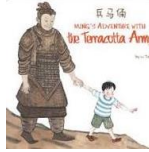


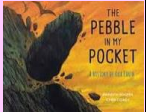

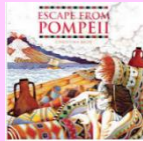


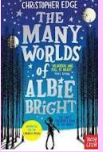
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| | <p>Introduce With adult modelling begin to retell some stories orally.</p> <p>Introduce With adult modelling, discuss words and phrases which capture their interest. Introduce With adult modelling, express preferences for text type</p> | <p>understanding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



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| | <p>confidently for all listeners to hear during whole class reading.</p> <p>Consolidate from Year 2 and Continue With support, read age appropriate 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 on decoding individual words.</p> <p>Introduce With adult modelling, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Consolidate from Year 2 and Continue With adult modelling, when reading aloud, speak audibly and with growing fluency.</p> <p>Consolidate from Year 2 and Introduce With support read all sight all Y2 CE words and some exception words for Y3-4.</p> | <p>listeners to hear during whole class reading.</p> <p>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.</p> <p>Practise With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Practise With encouragement, when reading aloud, speak audibly and with growing fluency.</p> <p>Practise With encouragement, when reading aloud, speak audibly and with growing fluency.</p> <p>Practise With some support, read all sight all Y2 CE words and some exception words for Y3-4.</p> <p>Practise With encouragement, gradually internalise the reading progress to read silently.</p> <p>Practise With encouragement, gradually internalise the reading progress to read silently.</p> <p>Practise With support, gradually internalise the reading progress to read silently.</p> | <p>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.</p> <p>Practise With some support, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Practise With encouragement, when reading aloud, speak audibly and with growing fluency.</p> <p>Practise With some support, read more exception words for Y3-4.</p> <p>Practise With some encouragement, gradually internalise the reading process to read silently.</p> <p>Practise With support, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.</p> | <p>listeners to hear during whole class reading.</p> <p>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.</p> <p>Develop With some confidence, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Develop With growing confidence, when reading aloud, speak audibly and with growing fluency.</p> <p>Develop With some confidence, read some more exception words for Y3-4.</p> <p>Develop With growing confidence, internalise the reading process to read silently.</p> | <p>listeners to hear during whole class reading.</p> <p>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.</p> <p>Develop Confidently, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Develop Confidently, when reading aloud, speak audibly and with growing fluency.</p> <p>Develop Confidently, read many exception words for Y3-4. Develop Confidently, internalise the reading process to read silently.</p> <p>Develop Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency</p> | <p>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.</p> <p>Embed Independently, read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>Embed Confidently, when reading aloud, speak audibly and with growing fluency.</p> <p>Embed Confidently, read many sight exception words for Y3-4. Embed Independently, internalise the reading process to read silently.</p> <p>Embed Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.</p> |
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| | Introduce With adult modelling gradually internalise the reading process to read silently. | Introduce With adult modelling, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency | | Practise With some confidence, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency. | | |
| Cross Curricular: | History Geography | Geography | History Geography Science | Geography | Geography | History |
| Reading/Writing Opportunities | Traditional Stories –story mountain, story maps, re-telling of an ancient traditional tale, 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. |

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| <p>Reading Curriculum Year 4</p> <p>Topic</p> | <p>Stone Age Stone Age Boy by Satoshi Kitamura History</p> | <p>London Katie in London Geography</p> | <p>Romans Thieves of Ostia History</p> | <p>Shang Dynasty Ming's Adventures with the Terracotta Army History</p> | <p>England: North and South Lead Text: The Iron Man Geography</p> | <p>Lava by Disney Pixar CGP Volcano & Earthquakes Study Book Geography</p> |
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| <p>Key Texts/ Authors</p> | <p>Satoshi Kitamura, Who Were the First People? by Phil Roxbee-Cox</p> | <p>James Mayhew</p> | <p>Caroline Lawrence</p> | <p>Li Jian, The Magic Paintbrush by Julia Donaldson</p> | <p>Ted Hughes</p> | <p>Disney Pixar & Non-fiction texts</p> |
| <p>Vipers</p> | <p>The Pebble In My Pocket by Meredith Hooper and Chris Caody</p>  | <p>The Present Film Vipers</p>  | <p>Escape from Pompeii by Christina Balit</p>  | <p>Alice in Wonderland by Lewis Carroll</p>  | <p>A Night at the Frost Fair by Emma Carroll</p>  | <p>The Many World's of Albie Bright by Christopher Edge</p>  |
| <p>Poetry/Rhyme</p> | <p>Free Verse The Water In The Glass You Are Holding Right Now by Kate Wakeling</p> | <p>Free Verse The Water In The Glass You Are Holding Right Now by Kate Wakeling</p> | <p>Simile and Metaphor An Emerald is as Green as Grass' by Christina Rossetti</p> | <p>Simile and Metaphor The Black Hat Literacy Shed Clip</p> | <p>Haikus, Tankas and Cinquains Seaview Haiku' by John Foster</p> | <p>Haikus, Tankas and Cinquains Winter' by Adelaide Crapsey, 'November Night' by Adelaide Crapsey</p> |
| <p>Key Vocabulary</p> | <p>Stone, bronze, iron, neanderthal, mammoth, Skara Brae, spears, hunting, pelt, hammerstone, extinct</p> | <p>Capital city, monarchy, transport, underground, parliament, government, democracy, tourism, economy, skyscrapers</p> | <p>Invade, conquer, Celtic, Icenii tribe, battle, formation, shield, mosaics, roman baths, overthrown, inventions</p> | <p>Ancient, civilisations, oracle bones, emperor, dynasty, governors, merchants, traders</p> | <p>County, compass, north, south, divide, country, nation, united, accents, cuisine, multicultural, climate</p> | <p>Volcanic, eruption, magma, lava, tectonic plates, movement, destruction, devastation, tremor, earthquake, tsunami, tornado</p> |

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| <p>Decode / word-reading:</p> | <p>Introduce and assess Identify and use words with prefixes including il-, sub-, suffix -ation and some homophones.</p> <p>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.</p> <p>Consolidate from year 3 Revise and read exception words taught so far from the Year 3-4 list.</p> <p>Introduce With adult support, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Introduce and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading as appropriate.</p> | <p>Introduce and Assess Identify and use words with suffixes -ly to create adverbs, -ion, ous and words ending in s/se.</p> <p>Practice Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Practice Read some more of the exception words from the Year 3-4 list.</p> <p>Practice With some support, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practice and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p> | <p>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.</p> <p>Practice Apply, with some support, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Practice Read many of the exception words from the Year 3-4 list.</p> <p>Practice With minimal support, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practice and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading, as appropriate.</p> | <p>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-.</p> <p>Develop Apply, with some confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Develop Read many of the exception words from the Year 3-4 list.</p> <p>Develop With increasing confidence, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practice and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading.</p> | <p>Introduce and Assess Identify and use words that have prefixes bi, plural apostrophes, possessive apostrophes and plural possessive apostrophes.</p> <p>Develop Apply, with increasing confidence, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Develop Read many of the exception words from the Year 3-4 list.</p> <p>Develop Independently, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practice and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading.</p> | <p>Assess Revise words from previous terms and be able to identify and use words appropriately.</p> <p>Embed Apply, independently, their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.</p> <p>Embed Revise and read all the exception words from the Year 3-4 list.</p> <p>Embed Independently, they decode more securely to become independent, fluent and enthusiastic readers.</p> <p>Practice and Assess Revise and develop their knowledge of the skills needed for reading e.g. with precision teaching and daily reading.</p> |
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| <p>Comprehend, locate and retrieve:</p> | <p>Introduce With adult monitoring, provide justification for ideas using information in texts.</p> <p>Introduce With adult support, identify how language structure and presentation contribute to meaning in texts e.g. The Pebble In My Pocket</p> <p>Introduce With adult support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts e.g. The Pebble In My Pocket</p> <p>Introduce Use dictionaries with growing independence, to define new vocabulary</p> <p>Introduce</p> | <p>Practice With some support, provide justification for ideas using information in texts.</p> <p>Practice With some support, identify how language structure and presentation contribute to meaning in texts e.g. Katie in London</p> <p>Practice With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts e.g. Katie in London</p> <p>Practice Use dictionaries with growing independence, to define new vocabulary</p> <p>Practice</p> | <p>Practice With minimal support, provide justification for ideas using information in texts.</p> <p>Practice With minimal support, identify how language structure and presentation contribute to meaning in texts e.g. Thieves of Ostia</p> <p>Practice With minimal support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts e.g. Thieves of Ostia</p> <p>Practice Use dictionaries with growing independence, to define new vocabulary</p> <p>Practice With minimal support, work with texts of</p> | <p>Develop With increasing confidence, provide justification for ideas using information in texts.</p> <p>Develop With increasing confidence, identify how language structure and presentation contribute to meaning in texts e.g. The magic paintbrush</p> <p>Develop With increasing independence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts e.g. The magic paintbrush</p> <p>Develop Use dictionaries with growing independence, to define new vocabulary</p> <p>Develop</p> | <p>Develop Independently, provide justification for ideas using information in texts.</p> <p>Develop Independently, identify how language structure and presentation contribute to meaning in texts e.g. The Iron Man</p> <p>Develop Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts e.g. The Iron Man</p> <p>Develop Use dictionaries with growing independence, to define new vocabulary</p> <p>Develop</p> | <p>Embed Independently, provide justification for ideas using information in texts.</p> <p>Embed Independently, identify how language structure and presentation contribute to meaning in texts e.g. Lava</p> <p>Embed Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts e.g. Lava</p> <p>Embed Use dictionaries with growing independence, to define new vocabulary</p> <p>Embed Independently, work with texts of increasing length, to retrieve information</p> |

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| | <p>With adult support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>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.</p> | <p>With support, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>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.</p> <p>Assess Use their developing reading and comprehension skills independently.</p> | <p>increasing length, to retrieve information across the whole text as well as at a local level</p> <p>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.</p> | <p>With increasing independence, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>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</p> <p>Assess Use their developing reading and comprehension skills independently</p> | <p>Independently, work with texts of increasing length, to retrieve information across the whole text as well as at a local level</p> <p>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</p> | <p>across the whole text as well as at a local level</p> <p>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</p> <p>Assess Use their developing reading and comprehension skills independently</p> |
| Inferential understanding: | <p>Introduce With adult support, begin to sequence event orally and create story maps</p> <p>Introduce Begin to ask questions to improve their understanding of a text when needed.</p> <p>Introduce and Practice</p> | <p>Practice With support, begin to sequence event orally and create story maps</p> <p>Practice With encouragement ask questions to improve their understanding of a text when necessary.</p> <p>Practice and Develop</p> | <p>Practice With some help, begin to sequence event orally and create story maps</p> <p>Practice With some confidence ask questions to improve their understanding of a text when necessary.</p> <p>Introduce and Practice</p> | <p>Develop With increasing confidence, begin to sequence event orally and create story maps</p> <p>Develop Confidently ask questions to improve their understanding of a text when necessary.</p> <p>Practice</p> | <p>Develop Independently, begin to sequence event orally and create story maps</p> <p>Develop Confidently and independently ask questions to improve their understanding of a text when necessary.</p> <p>Develop</p> | <p>Embed Independently, begin to sequence event orally and create story maps</p> <p>Embed Independently ask questions to improve their understanding of a text when necessary.</p> <p>Embed</p> |



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

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| | <p>Introduce With adult modelling, consider relationship between vocabulary, plot and illustration</p> <p>Introduce and Embed Discuss intention of use of and connotation of words 'power' and 'ban'</p> <p>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.</p> <p>Introduce Take turns and listening to what others say</p> <p>Introduce With adult support, show an increasing awareness of author choice, discuss words and phrases which capture their interest.</p> <p>Introduce With adult modelling, identify how language paragraph structure and</p> | <p>Practice With some support, consider relationship between vocabulary, plot and illustration</p> <p>Introduce and Practice Develop their familiarity with myths and legends; retell some of these orally.</p> <p>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.</p> <p>Practice Take turns and listening to what others say</p> <p>Practice With some support, show an increasing awareness of author choice, discuss words and phrases which capture their interest.</p> <p>Practice</p> | <p>Practice With some support, consider relationship between vocabulary, plot and illustration</p> <p>Introduce and Develop Identify word and poetic device choices in poems and discuss effect on the reader.</p> <p>Introduce Discuss relationship between author and character in poems by considering portrayal through vocabulary choice</p> <p>Introduce and Develop Identify and discuss emotions in poetry.</p> <p>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.</p> <p>Practice Take turns and listening to what others say</p> | <p>Develop With some support, consider relationship between vocabulary, plot and illustration</p> <p>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 non-fiction.</p> <p>Develop Take turns and listening to what others say</p> <p>Develop With some confidence, show an increasing awareness of author choice, discuss words and phrases which capture their interest in poetry.</p> <p>Develop With some confidence, identify how language, paragraph structure and layout contribute to meaning in non-fiction text.</p> | <p>Develop With increasing confidence, consider relationship between vocabulary, plot and illustration</p> <p>Introduce and Develop Identify messages hidden in fables and fairy tales</p> <p>Practice and Develop Develop their familiarity with myths and legends; retell some of these orally.</p> <p>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.</p> <p>Develop Take turns and listening to what others say</p> <p>Develop</p> | <p>Independently, consider relationship between vocabulary, plot and illustration</p> <p>Develop Develop their familiarity with myths and legends; retell some of these orally.</p> <p>Develop Identify word and poetic device choices in poems and discuss effect on the reader.</p> <p>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..</p> <p>Embed Take turns and listening to what others say</p> <p>Develop Independently, show an increasing awareness of author choice, discuss</p> |
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| | <p>layout contribute to meaning in fiction.</p> <p>Introduce and Embed Understand where of different levels are kept and be able to access them when appropriate.</p> <p>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.</p> | <p>With some support, identify how language paragraph structure and layout contribute to meaning in fiction.</p> <p>Assess Use their developing reading, comprehension skills, author effect knowledge independently.</p> <p>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.</p> | <p>Practice With some confidence, show an increasing awareness of author choice, discuss words and phrases which capture their interest in poetry.</p> <p>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.</p> | <p>Assess Use their developing reading, comprehension skills, author effect knowledge independently.</p> <p>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.</p> | <p>With some confidence, show an increasing awareness of author choice, discuss words and phrases which capture their interest.</p> <p>Develop With some confidence, identify how language, paragraph structure and layout contribute to meaning in reference and text books.</p> <p>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.</p> | <p>words and phrases which capture their interest.</p> <p>Develop Independently, identify how language, paragraph structure and layout contribute to meaning in non-fiction texts</p> <p>Assess Use their developing reading, comprehension skills, author effect knowledge independently.</p> <p>Embed Confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions.</p> |
| <p>Fluency and phrasing:</p> | <p>Consolidate from Year 3, continue and Assess Read one sentence each in reading aloud once a week during whole class reading.</p> <p>Introduce With adult modelling, read words speedily by working out the pronunciation of unfamiliar printed words</p> | <p>Continue and Assess Read one sentence each in reading aloud at least once a week during whole class reading.</p> <p>Practise With some support, read words speedily by working out the</p> | <p>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.</p> <p>Practise</p> | <p>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.</p> <p>Develop</p> | <p>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.</p> <p>Develop</p> | <p>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.</p> <p>Embed</p> |



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| | <p>and recognising familiar words</p> <p>Consolidate from Year 3, Introduce and Assess Sight-read a wide range of exception words from the Y3-4 list</p> <p>Introduce With adult support as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> | <p>pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Practise and Assess Sight-read some more of exception words from the Y3-4 list</p> <p>Practise With some support, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> | <p>With support, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Practise and Assess Sight-read many of exception words from the Y3-4 list</p> <p>Practise With support, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Introduce and Practise Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and action.</p> <p>Introduce With support, notice where commas create phrasing within sentences</p> <p>Introduce With support, read with expression, using the punctuation to support meaning, including multi-clause sentences Introduce</p> | <p>With increasing confidence, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Develop and Assess Sight-read a widening range of exception words from the Y3-4 list</p> <p>Develop With growing confidence, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Practise With some support, notice where commas create phrasing within sentences</p> <p>Practise With some support, read with expression, using the punctuation to support meaning, including multi-c</p> | <p>Confidently, read words speedily by working out the pronunciation of unfamiliar printed words and recognising familiar words</p> <p>Develop and Assess Sight-read a most of exception words from the Y3-4 list</p> <p>Develop Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Develop Confidently, notice where commas create phrasing within sentences Practise and</p> <p>Develop With some confidence, read with expression, using the punctuation to support meaning, including multi-clause sentences</p> <p>Develop and Embed Read aloud and perform own playscripts to</p> | <p>Confidently, read words speedily by working out the pronunciation of unfamiliar printed word and recognising familiar words</p> <p>Embed and Assess Sight-read all of exception words from the Y3-4 list</p> <p>Embed Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers</p> <p>Embed Independently, notice where commas create phrasing within sentences</p> <p>Develop Confidently, read with expression, using the punctuation to support meaning, including multiclaue sentences</p> <p>Develop and Embed Read aloud and perform own poetry to demonstrate understanding of intonation, tone, volume and actions</p> |
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| | | | 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 |

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| Reading Curriculum Year 5 Topic | Anglo Saxons Beowulf History | Anglo Saxons Beowulf History | 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 |
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| 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, hallucination, Attorney General, lawyer, | Danelaw, Danegeld, invade, longhouse, longship, Odin, Norse, pagan, pillage, saga, Valhalla, Viking | Decline, descend, expedition, 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, |



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| | <p>words ending in ‘-ious.’ ‘-cious.’ if the root word ends in –ce the sound is usually spelled ‘-cious.’, ‘-cial’ and ‘-tial.’ And challenge words.</p> <p>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).</p> <p>Consolidate from Year 4 and Continue Use a dictionary successful to find meanings of words.</p> <p>Consolidate from Year 4 and Continue With some support, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Consolidate from Year 4, Continue and Assess</p> | <p>‘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.</p> <p>Practise With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p>Practise Use a dictionary successful to find meanings of words.</p> <p>Practise With minimal support, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading.</p> | <p>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.</p> <p>Develop With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p>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.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading.</p> | <p>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.</p> <p>Embed With some support begin to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).</p> <p>Embed Use a dictionary successful to find meanings of words.</p> <p>Develop With growing confidence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading.</p> | <p>pronunciation but different spellings and/or meanings and challenge words.</p> <p>Develop With growing independence, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading.</p> | <p>challenge words and revision.</p> <p>Embed Confidently and independently, ensure that attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p>Practise and Assess Revise and develop their knowledge of the skills needed for reading.</p> |
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| | Revise and develop their knowledge of the skills needed for reading | | | | | |
| Comprehend, locate and retrieve: | <p>Consolidate from Year 4, Continue Read and discuss an increasingly wide range of fiction and poetry including looking at their structure and reading for a purpose.</p> <p>Consolidate from Year 4 and Introduce With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Consolidate from Year 4 and Continue Revisit the understanding that books that are structured in different ways and reading for a range of purposes.</p> <p>Introduce Distinguish between statements of fact and opinion when discussing whole class reading texts.</p> | <p>Practise With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Develop and Embed Confidently, understand that books that are structured in different ways and reading for a range of purposes.</p> <p>Practise Distinguish between statements of fact and opinion in whole class reading texts</p> <p>Practise Explain and discuss their understanding of what they have read, including debates and using notes where necessary.</p> <p>Practise With some support, discuss their understanding and explore the meaning of words in context.</p> | <p>Practise With increasing confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Practise Distinguish between statements of fact and opinion in the main English texts.</p> <p>Practise Explain and discuss their understanding of what they have read, including debates and using notes where necessary.</p> <p>Practise With support, discuss their understanding and explore the meaning of words in context</p> <p>Practise With support, ask questions which develop their understanding.</p> <p>Practise With some support, retrieve key details</p> | <p>Develop Read and discuss an increasingly wide range of instructions looking at their structure and their purpose.</p> <p>Develop With confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Develop Distinguish between statements of fact and opinion in various texts throughout the term.</p> <p>Develop Explain and discuss their understanding of what they have read, including through debates, and using notes where necessary.</p> <p>Introduce Begin to recommend books that they have read to their peers, giving reasons for their choices.</p> | <p>Develop Read and discuss an increasingly wide range of sagas including looking at their structure and reading for a purpose.</p> <p>Develop With some independence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Develop Explain and discuss their understanding of what they have read, including through formal presentations and using notes where necessary.</p> <p>Practise and Develop Confidently recommend books that they have read to their peers, giving reasons for their choices.</p> | <p>Embed Read and discuss an increasingly wide range of diaries and Explanation texts including looking at their structure and reading for a purpose.</p> <p>Embed Independently and confidently, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Embed Distinguish between statements of fact and opinion a variety of texts throughout the term.</p> <p>Embed Explain and discuss their understanding of what they have read, including through informal</p> |



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| | <p>Introduce Explain and discuss their understanding of what they have read, including maintaining a focus on the topic and using notes where necessary.</p> <p>Consolidate from Year 4 and Continue With adult modelling, discuss their understanding and explore the meaning of words in context.</p> <p>Consolidate from Year 4 and Introduce With adult modelling, ask questions which develop their understanding.</p> <p>Introduce With adult modelling, begin to retrieve key details and begin to find quotations from a whole text.</p> <p>Introduce With adult modelling, begin to learn to locate the author or poet's viewpoint, either where it is explicitly stated, or</p> | <p>Practise With some support, ask questions which develop their understanding.</p> <p>Practise With some support, retrieve key details and begin to find quotations from a whole text.</p> <p>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.</p> <p>Practise With some support, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>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.</p> | <p>and begin to find quotations from a whole text.</p> <p>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.</p> <p>Practise With developing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>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.</p> <p>Practise With developing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> | <p>Introduce With support, begin to identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Introduce With adult support, begin to retrieve, record and present information from non-fiction.</p> <p>Develop With some confidence, discuss their understanding and explore the meaning of words in context.</p> <p>Develop With some confidence, ask questions which develop their understanding.</p> <p>Develop With increasing confidence, retrieve key details and begin to find quotations from a whole text.</p> <p>Develop With increasing confidence, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved</p> | <p>Practise and Develop With growing confidence, Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Practise and Develop With some support, retrieve, record and present information from non-fiction.</p> <p>Develop Confidently, discuss their understanding and explore the meaning of words in context.</p> <p>Develop Confidently, ask questions which develop their understanding.</p> <p>Develop Confidently, retrieve key details and begin to find quotations from a whole text.</p> <p>Develop Confidently, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved</p> | <p>presentations, maintaining a focus on the topic and using notes where necessary.</p> <p>Embed Enthusiastically recommending books that they have read to their peers, giving reasons for their Choices.</p> <p>Embed Independently, identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Embed Independently, retrieve, record and present information from nonfiction.</p> <p>Embed Independently, discuss their understanding and explore the meaning of words in context.</p> <p>Embed</p> |
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| | <p>when it can be retrieved through using similar words and phrases.</p> <p>Introduce With adult support, begin to understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>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</p> | <p>Assess Use their developing reading and comprehension skills independently.</p> | <p>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</p> | <p>through using similar words and phrases.</p> <p>Develop With increasing confidence, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>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.</p> <p>Assess Use their developing reading and comprehension skills independently.</p> | <p>through using similar words and phrases.</p> <p>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.</p> <p>Develop Confidently, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> | <p>Independently, ask questions which develop their understanding.</p> <p>Embed Independently, retrieve key details and begin to find quotations from a whole text.</p> <p>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.</p> <p>Embed Confidently and independently, understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or Thesaurus.</p> <p>Embed Confidently, skim or scan a whole text first to select</p> |
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| | | | | | | <p>which paragraph or section of text an answer may be located in and then use the text to support their answers.</p> <p>Assess Use their developing reading and comprehension skills</p> |
| <p>Inferential understanding:</p> | <p>Consolidate from Year 4 and Continue With support continue to draw inferences independently, often justifying with textual evidence.</p> <p>Consolidate from Year 4 and Continue Revise asking questions to improve their understanding.</p> <p>Consolidate from Year 4 and Continue Revise making predictions about what might happen from details stated and implied.</p> <p>Introduce and Practise With adult support, orally and in writing summarise main ideas of a text.</p> | <p>Practise and Develop Confidently, draw inferences independently, often justifying with textual evidence.</p> <p>Practise With some support, ask good quality questions to improve their understanding.</p> <p>Practise With some support, make predictions about what might happen from details stated and implied.</p> <p>Introduce, Practise and Embed Be able to identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Practise and Develop With growing confidence, orally</p> | <p>Embed Independently, draw inferences independently, often justifying with textual evidence.</p> <p>Practise With some confidence, ask some good quality questions to improve their understanding.</p> <p>Practise With some confidence, make predictions about what might happen from details stated and implied.</p> <p>Introduce With some support, make predictions from implied details, both before and after events.</p> <p>Develop and Embed Independently, orally and in writing summarise main ideas of a text.</p> | <p>Introduce With adult support, begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Develop With increasing confidence, ask good quality questions to improve their understanding.</p> <p>Develop With a developing confidence, make predictions about what might happen from details stated and implied.</p> <p>Practise With some confidence, make predictions from implied details, both before and after events.</p> | <p>Practise and Develop With growing confidence, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Develop With confidence ask appropriate questions to improve their understanding.</p> <p>Develop Confidently, make predictions about what might happen from details stated and implied.</p> <p>Develop With increasing confidence, make predictions from implied</p> | <p>Embed Confidently, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Embed Confidently, ask appropriate questions to improve their understanding.</p> <p>Embed Confidently and independently make predictions about what might happen from details stated and implied.</p> <p>Embed Independently, make predictions from implied details, both before and after events</p> <p>Embed Confidently, make comparisons within and</p> |



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



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| | <p>books of different levels are kept and be able to access them when appropriate.</p> <p>Introduce With adult support, extend their familiarity with texts to include modern fiction, fiction from our literary heritage.</p> <p>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.</p> <p>Introduce With adult modelling, discuss and build on their own and others' Ideas.</p> <p>Introduce With adult modelling, begin to make comparisons within and across books.</p> <p>Consolidate from Year 4 and Continue With adult modelling, maintain a positive attitude to reading texts structured</p> | <p>fiction from our literary heritage.</p> <p>Practise With some support, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Practise With some support, discuss and build on their own and others' ideas.</p> <p>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</p> <p>Practise With support, make comparisons within and across books.</p> <p>Practise During supported discussion, make comparisons within and across texts.</p> <p>Practise With support, distinguish between fact and opinion.</p> | <p>fiction from our literary heritage and books from other cultures.</p> <p>Practise With some confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Practise With some confidence, discuss and build on their own and others' ideas.</p> <p>Practise With support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, nonfiction.</p> <p>Practise With some support, make comparisons within and across books.</p> <p>Practise With some confidence during discussion make comparisons within and across texts.</p> | <p>and fiction from our literary heritage.</p> <p>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.</p> <p>Develop With increasing confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Develop With increasing confidence, discuss and build on their own and others' ideas.</p> <p>Develop With some confidence, make comparisons within and across books.</p> <p>Develop With increasing confidence, maintain a positive attitude to reading texts structured in</p> | <p>fiction from our literary heritage, and books from other cultures.</p> <p>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.</p> <p>Develop Confidently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Develop Confidently, discuss and build on their own and others' ideas.</p> <p>Develop Confidently, make comparisons within and across books.</p> <p>Develop Confidently, maintain positive attitudes to reading texts structured in</p> | <p>heritage and books from other cultures.</p> <p>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.</p> <p>Embed Confidently and independently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Embed Independently, make comparisons within and across books.</p> <p>Embed Confidently and independently, discuss and build on their own and others' ideas.</p> <p>Embed Confidently, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, nonfiction</p> |
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| | <p>in different ways for a range of purposes i.e. poetry, fiction, non-fiction.</p> <p>Introduce With adult modelling make comparisons within and across texts.</p> <p>Introduce With adult modelling, distinguish between fact and opinion.</p> <p>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.</p> <p>Introduce With adult support, begin to understand figurative language e.g. metaphor, personification.</p> | <p>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.</p> <p>Practise With some support, understand figurative language e.g. similes and alliteration.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently</p> | <p>Practise With minimal support, distinguish between fact and opinion.</p> <p>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.</p> <p>Practise With some confidence show an understanding and use figurative language e.g. rhythm and rhyming.</p> | <p>different ways for a range of purposes i.e. poetry, fiction, nonfiction</p> <p>Develop During supported discussion, with some confidence, make comparisons within and across texts.</p> <p>Develop With some confidence, distinguish between fact and opinion.</p> <p>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.</p> <p>Develop With increasing confidence, show an understanding and use of figurative language e.g. metaphors and similes.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p> | <p>different ways for a range of purposes i.e. poetry, fiction, nonfiction.</p> <p>Develop During supported discussion, with increasing confidence, make comparisons within and across texts.</p> <p>Develop With increasing confidence, distinguish between fact and opinion.</p> <p>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.</p> <p>Develop Confidently, understand and use figurative language e.g. choice of vocabulary and alliteration.</p> | <p>Embed During supported discussion, independently, make comparisons within and across texts.</p> <p>Embed Independently, distinguish between fact and opinion.</p> <p>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.</p> <p>Embed Independently understand and use figurative language e.g. metaphor, personification.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge independently.</p> |
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| <p>Fluency and phrasing:</p> | <p>Consolidate from Year 4 and Continue Learn a wider range of poetry by heart.</p> <p>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.</p> <p>Introduce With adult modelling, begin to notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Introduce Read silently and then discuss what they have read on a daily basis.</p> <p>Consolidate from Year 4 and Continue With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p> | <p>Practise Learn a wider range of poetry by heart.</p> <p>Practise Continue to read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Practise With support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Practise Read silently and then discuss what they have read on a daily basis.</p> <p>Develop With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p> | <p>Practise Learn a wider range of poetry by heart.</p> <p>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.</p> <p>Practise With some support, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>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.</p> <p>Practise Read silently and then discuss what they have read on a daily basis.</p> <p>Embed With continuing confidence revise and sight-read all Y3-4 exception words with automaticity.</p> | <p>Develop Learn a wider and increasing range of poetry by heart.</p> <p>Develop Confidently read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Develop With some confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>Introduce With adult support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Develop Read silently and then discuss what they have read on a daily basis.</p> <p>Introduce Begin to sight-read some Yr5-6 exception words with some automaticity</p> | <p>Develop Learn a wider and increasing range of poetry by heart.</p> <p>Develop Confidently read aloud a wider range of age appropriate fiction with accuracy and at a reasonable speaking pace.</p> <p>Develop With increasing confidence, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>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.</p> <p>Practise With some support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> | <p>Embed Learn a wider and increasing range of poetry by heart.</p> <p>Embed Confidently read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Embed Confidently and independently, notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>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.</p> <p>Develop With some confidence, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> |
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| | | | | | <p>Develop Read silently and then discuss what they have read on a daily basis.</p> <p>Practise Be able to sight-read more Yr5-6 exception words with some automaticity.</p> | <p>Embed Read silently and then discuss what they have read on a daily basis.</p> <p>Develop Be able to sight-read many Yr5-6 exception words with increasing automaticity</p> |
| 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 History Ancient Mayan texts Mayan folktales; The Chocolate Tree – a Mayan folktale | World War 2 History Friend or Foe | World War 2 History Extracts from Anne Frank's Diary; Friend or Foe Waiting for Anya | Our World Geography Kensuke's Kingdom | Our World/ South American Geography Kensuke's Kingdom The Explorer | Physical Geography The Explorer; When I grow up |
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| 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 Muertos - 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 |



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| <p>Key Vocabulary</p> | <p><i>Shamans, legends, Fables of nagues, mythic, heritage, fragility, folklore, spiritualists, cautionary, profound, whimsical</i></p> | <p><i>Evacuated, blitz, Luftwaffe, foe, placard, marshalled, bemused, sullen, hyphenated, reconcile, allies, civilians</i></p> | <p><i>Kindertransport, Nazis, Jewish, attic, rationing, concentration camp, genocide, holocaust, scapegoat, immigrant, occupation, poignant</i></p> | <p><i>Reservoir, yacht, dinghy, galley, idioms, talisman, bearings, sextant, stern, longitude and latitude, circumnavigate</i></p> | <p><i>Sceptical, grimacing, brusquely, tenacious, proprietorial pride, maiden voyage, coax, tendrils, contemptuous, non-committal</i></p> | <p><i>Sonnets, ruthless, thane, compelled, cauldron, tyrant, ambition, chant, theatrical, superstitions, all-hail, flee, prophecy, suspicion</i></p> |
| <p>Decode / word-reading:</p> | <p>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.</p> <p>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.</p> <p>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,</p> | <p>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.</p> <p>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</p> | <p>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</p> <p>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</p> | <p>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.</p> <p>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</p> | <p>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</p> <p>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</p> | <p>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</p> <p>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</p> |



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



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| | <p>Retrieve, record and present information from non-fiction.</p> <p>Introduce With adult modelling, maintain focus on the subject during text discussions, using notes when necessary</p> <p>Consolidate from Year 5, Revise and Continue Demonstrate how to locate information and provide reasoned justifications for their views.</p> <p>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.</p> <p>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</p> | <p>newspaper reports and non-chronological reports – how war was declared.</p> <p>Practise With some support, maintain focus on the subject during text discussions, using notes when necessary</p> <p>Practise With increasing confidence, demonstrate how to locate information and provide reasoned justifications for their views.</p> <p>Introduce With support, routinely find accurate quotations from whole texts. Practise With support, retrieve and summarise details to support opinions and predictions.</p> <p>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.</p> | <p>entertainment were available during WW2?</p> <p>Practise With support, maintain focus on the subject during text discussions, using notes when necessary</p> <p>Practise With increasing confidence, demonstrate how to locate information and provide reasoned justifications for their views.</p> <p>Practise With some support, routinely find accurate quotations from whole texts.</p> <p>Practise With some support, retrieve and summarise details to support opinions and predictions.</p> <p>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</p> | <p>using notes when necessary</p> <p>Develop Confidently locate information and provide reasoned justifications for their views.</p> <p>Develop With some confidence, routinely find accurate quotations from whole texts.</p> <p>Develop With increasing confidence, retrieve and summarise details to support opinions and predictions.</p> <p>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?</p> | <p>subject during text discussions, using notes when necessary</p> <p>Develop Confidently locate information and provide reasoned justifications for their views.</p> <p>Develop Confidently, routinely find accurate quotations from whole texts.</p> <p>Develop Confidently retrieve and summarise details to support opinions and predictions.</p> <p>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?</p> <p>Develop Identify and discuss themes and</p> | <p>discussions, using notes when necessary</p> <p>Embed Confidently locate information and provide reasoned justifications for their views.</p> <p>Embed Independently, routinely find accurate quotations from whole texts.</p> <p>Embed Confidently, retrieve and summarise details to support opinions and predictions.</p> <p>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.</p> <p>Develop Identify and discuss themes and conventions in and across a wide range of writing e.g. gender inequality</p> |
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| | <p>support own viewpoint. For example, How do the personalities of High Priests and Peasants differ? Use evidence from the text to support your answer.</p> | <p>For example, Can you find descriptive references in this chapter using dark or black...?</p> <p>Introduce Read Dickens fiction from our literary heritage; Great Expectations</p> <p>Introduce Identify and discuss themes and conventions in and across a wide range of writing e.g. the theme of refugees and migration.</p> <p>Assess Use their developing reading and comprehension skills independently.</p> | <p>Anne Frank's Diary abruptly end in June 1944?</p> | | <p>conventions in and across a wide range of writing e.g. black history</p> <p>Assess via SATs Use their developing reading and comprehension skills independently.</p> <p>Develop Read fiction from our literary heritage; Robinson Crusoe</p> <p>Assess Use their developing reading and comprehension skills independently</p> | |
| <p>Inferential understanding:</p> | <p>Consolidate from Year 5, Revise and Continue With some fluency, continue to draw hidden inferences, justifying with textual evidence.</p> <p>Introduce With adult modelling, make reasoned predictions from implied details.</p> <p>Consolidate from Year 5, Revise and Continue</p> | <p>Practise With increasing fluency and independence, draw hidden inferences, justifying with textual evidence.</p> <p>Practise With some support, make reasoned predictions from implied details. Practise Identify and discuss the theme of WW2 across a wide range of texts.</p> | <p>Practise With some confidence and fluency draw hidden inferences, justifying with textual evidence and Introduce including finding quotations which illustrate.</p> <p>Practise With some confidence, make reasoned predictions from implied details.</p> | <p>Develop With increasing confidence, fluency and growing independence, draw hidden inferences, justifying with textual evidence, including some quotations which illustrate.</p> <p>Develop With increasing confidence, make reasoned predictions from implied details. Develop Identify and</p> | <p>Develop With confidence, fluency and independence, draw hidden inferences, justifying with textual evidence, including many quotations which illustrate.</p> <p>Develop Confidently and independently, make reasoned predictions from implied details. Develop identify and</p> | <p>Embed With confidence, fluency and independence, draw hidden inferences, justifying with textual evidence, including regular quotations which illustrate.</p> <p>Embed Confidently and independently, make reasoned predictions from implied details.</p> |



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| | <p>Identify and discuss the theme of poetry across a wide range of texts.</p> <p>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.</p> <p>Introduce With adult modelling, begin to make comparisons within and across texts, using evaluative skills.</p> <p>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?'</p> | <p>Practise With support, summarise main ideas across whole text and note developments e.g. of a character or relationship.</p> <p>Practise With some support, start to make comparisons within and across texts, using evaluative skills.</p> <p>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?'</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge</p> | <p>Practise Identify and discuss the theme of planet Earth across a wide range of texts.</p> <p>Practise With some confidence, summarise main ideas across whole text and note developments e.g. of a character or relationship.</p> <p>Practise With some confidence, be able to make comparisons within and across texts, using evaluative skills.</p> <p>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"?'</p> | <p>discuss the theme of classical text.</p> <p>Develop With growing confidence, summarise main ideas across whole text, note developments e.g. of a character or relationship.</p> <p>Develop With increasing confidence continue to make comparisons within and across texts, using evaluative skills.</p> <p>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?'</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge</p> | <p>discuss the theme of historical facts across a wide range of texts.</p> <p>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?'</p> <p>Develop Confidently and independently, be able to make comparisons within and across texts, using evaluative skills.</p> <p>Develop Confidently and independently, work out the nuanced meanings of words and phrases in context.</p> <p>Assess via SATs Use their developing reading, comprehension skills, authorial effect knowledge</p> | <p>Embed identify and discuss the theme of biographies across a wide range of texts.</p> <p>Embed Independently, summarise main ideas across whole text, note developments e.g. of a character or relationship.</p> <p>Embed Independently, make comparisons within and across texts, using evaluative skills.</p> <p>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</p> |
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| <p>Respond to text:</p> | <p>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.</p> <p>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</p> <p>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?</p> <p>Introduce With adult support, identify and talk about figurative language and its impact – similes and metaphors</p> | <p>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.</p> <p>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?</p> <p>Practise With some support identify and talk about figurative language and its impact – inc similes, metaphors, personification, onomatopoeia</p> | <p>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.</p> <p>Practise With some confidence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader</p> <p>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?</p> <p>Practise With some confidence, identify and talk about figurative language and its impact-</p> | <p>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.</p> <p>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?</p> <p>Develop With growing confidence, identify and talk about figurative language and its impact - inc similes, metaphors,</p> | <p>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</p> <p>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.</p> <p>Develop With confidence, identify and talk about figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia</p> <p>Develop Confidently, distinguish between fact and opinion.</p> <p>Develop Confidently, explain and discuss their understanding of what</p> | <p>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</p> <p>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.</p> <p>Embed Confidently, identify and talk about figurative language and its impact - inc similes, metaphors, personification and hyperbole and onomatopoeia</p> <p>Embed Confidently, distinguish between fact and opinion.</p> <p>Embed Confidently, explain and discuss their understanding of what they have read, expressing their point of view.</p> |
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| | <p>Consolidate from Year 5, Revise and Continue With support, distinguish between fact and opinion.</p> <p>Introduce With adult modelling, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Consolidate from Year 5, Revise and Continue With adult modelling, provide reasoned justification for views.</p> | <p>Practise With some support, distinguish between fact and opinion.</p> <p>Practise With some support, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Practise With support, provide reasoned justification for views.</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge</p> | <p>inc similes, metaphors, personification and hyperbole</p> <p>Practise With some confidence, distinguish between fact and opinion.</p> <p>Practise With some confidence, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Practise With some confidence, provide reasoned justification for views.</p> | <p>personification and hyperbole and onomatopoeia</p> <p>Develop With increasing confidence, distinguish between fact and opinion.</p> <p>Develop With increasing confidence, explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Develop With confidence, provide reasoned justification for views.</p> <p>Why is Crater Lake described as sinister? What devices has the author used to create atmosphere?</p> <p>Assess Use their developing reading, comprehension skills, authorial effect knowledge</p> | <p>they have read, expressing their point of view.</p> <p>Develop Confidently, provide reasoned justification for views.</p> <p>Assess via SATs Use their developing reading, comprehension skills, authorial effect knowledge</p> | <p>Embed Confidently, provide reasoned justification for views.</p> |
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| <p>Fluency and phrasing:</p> | <p>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.</p> <p>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</p> <p>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.</p> <p>Consolidate from Year 5, Revise and Continue With support, notice and respond to punctuation and phrasing when reading aloud.</p> | <p>Practise Read age-appropriate texts with developing fluently from the class book area, school library and differentiated text during whole class reading.</p> <p>Practise With continued support, recite a wider range of poetry, sometimes by heart.</p> <p>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.</p> <p>Practise With some support, notice and respond to punctuation and phrasing when reading aloud.</p> <p>Practise With support, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p> | <p>Practise Read age-appropriate texts with continued developing fluently from the class book area, school library and differentiated text during whole class reading.</p> <p>Practise With some confidence, recite a wider range of poetry, sometimes by heart.</p> <p>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.</p> <p>Practise With some confidence, notice and respond to punctuation and phrasing when reading aloud.</p> <p>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.</p> | <p>Develop Read age-appropriate texts with greater fluently from the class book area, school library and differentiated text during whole class reading.</p> <p>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.</p> <p>Develop With increasing confidence, notice and respond to punctuation and phrasing when reading aloud.</p> <p>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.</p> | <p>Develop Read age-appropriate texts with increasing fluently from the class book area, school library and differentiated text during whole class reading.</p> <p>Develop Confidently, notice and respond to punctuation and phrasing when reading aloud.</p> <p>Develop Confidently, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p> | <p>Embed Read age-appropriate texts with increased fluently from the class book area, school library and differentiated text during whole class reading.</p> <p>Embed Confidently, notice and respond to punctuation and phrasing when reading aloud;</p> <p>Embed Independently, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p> |
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| | <p>Introduce With support, automatically read a range of exception words, including some of the Y5-6 list and similar words which occur in texts.</p> | | | | | |
| <p>Cross Curricular:</p> | <p>Ancient Civilisations timelines South America Geography – maps/atlas</p> | <p>WW2 History European Geography Timelines</p> | <p>WW2 History Kinder transport European Geography Timelines</p> | <p>World Geography Asian Rainforests Japan Atlases-maps</p> | <p>Amazon Rainforest South American Geography Atlases-maps</p> | <p>Physical Geography/Local area-maps RSE</p> |
| <p>Reading/Writing Opportunities</p> | <p>Description/Ancient Folk Tales, Ancient Civilisations, NCR, Explanation, Archaeology, Persuasive writing, multicultural texts, South America</p> | <p>Biographies, Journalistic writing, Diaries – recounts, Letters, NCR – Entertainment, WW1 remembrance poems, Persuasion, Propaganda posters</p> | <p>Journalistic writing, Newspaper articles, Explanation, Diaries & recounts, Letters - Evacuee Instructions, NCR, Holocaust, Persuasion</p> | <p>Letter, balanced discussion, NCR, Fiction skills/narrative, settings Diary/recount – Kensuke and Michael Japan, Indian Ocean</p> | <p>Letter, Fiction skills/narrative, setting descriptions, NCR Orang-utans, Recount, Letter, Instructions, Deforestation of the Rainforests</p> | <p>Fiction skills/narrative, Fact files/NCR, Explorers, Amazon Basin/South America, Poetry, Sonnets, Recount, Drama and play scripts</p> |